

AMERICAN JOURNAL OF EDUCATION

AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

VOL. XXII.

ST. LOUIS, JUNE 8, 1889.

No. 6.

Constructive Geography and History.

**** Announcement. ****

ECLECTIC MAP-BLANKS

To Facilitate the Drawing of Geographical and Historical

MAPS AND CHARTS.

Fourteen Map-blanks, 10 x 12 inches, on fine Drawing Paper, corresponding in Size and Scale with the Maps in the Eclectic Complete Geography. On each Map-blank the proper projection, and the accurate outline of the country to be mapped, are printed in very faint ink.

No. 1. Hemispheres.	No. 4. Europe.	No. 7. New England.	No. 11. Central States (E).
(Double Size.)	No. 5. Asia.	No. 8. Middle States.	No. 12. Central States (W)
No. 2. North America.	No. 6. United States.	No. 9. Southern States (E).	No. 13. Northern States.
No. 3. South America. (Double Size).	No. 10. Southern States (W).	No. 14. British Isles.	

ONE HUNDRED OF EACH NUMBER IN SEPARATE BOX, Per 100, \$1.50.
Sample Set, 14 Numbers, by mail, 25 cts.

MCGUFFEY'S REVISED READERS.

"Many series of readers have appeared since the first publication of McGuffey's, but McGuffey's still more than hold their own in the affection and patronage of the public. In singleness of purpose, in the adaptation of means to ends, in catching and holding the attention of children, in filling the bill of 'reading made easy,' McGuffey's Readers stand unrivalled and alone."

Just adopted for exclusive use in
THE CITY OF MILWAUKEE.

Also for the Territory of MONTANA, ADRIAN, MICH., &c.

St. Louis. McGuffey's Revised Readers now in exclusive and satisfactory use in all the Public Schools. No other Readers than McGuffey's used since 1865.

Cincinnati. McGuffey's Revised Readers now in exclusive and satisfactory use in all the Public Schools. No other Readers used since McGuffey's were first published.

New Orleans. McGuffey's Revised Readers now in exclusive and satisfactory use in all the Public Schools.

St. Paul & Minneapolis. McGuffey's Revised Readers now in satisfactory use in all the Public Schools of both these cities.

New York. McGuffey's Revised Readers now in use. McGuffey adopted by successive Boards of Education for 25 years.

Brooklyn. McGuffey's Revised Readers now in use. McGuffey's Series adopted and used continuously for 25 years.

Boston. McGuffey's Revised First Reader adopted and now in use.

MCGUFFEY'S REVISED READERS

ARE UNEQUALLED IN CAREFUL GRADATION AND IN THE NUMBER VARIETY AND HIGH CHARACTER OF THE SELECTIONS. UNSURPASSED IN EXCELLENCE AND ARTISTIC MERIT OF ILLUSTRATIONS, DURABLE QUALITY OF BINDING AND OTHER MECHANICAL FEATURES.

No other series approach them in extent of use and popularity.

2,000,000 sold annually.

Send for our Proposition of Exchange and Introduction Rates.

VAN ANTWERP, BRAGG & CO., Publishers,
CINCINNATI, OHIO.

1-21-1f Mention this Journal

Esterbrook's Steel Pens.

Are especially recommended to Principals and Teachers, on account of their Uniformly Superior Quality and Moderate Price.

All the Stationers have them.

Leading School Numbers: 333, 444, 135, 048. All of genuine American Manufacture.

THE ESTERBROOK STEEL PEN CO.,

Works: Camden, N. J.

26 John St., NEW YORK.

Mention this Journal.

Missouri School of Mines,

ROLLA, MISSOURI.

The courses of study lead to the degrees of Civil and Mining Engineer, and embrace in three years among the most prominent, the following:

Civil Engineering: Use of Instruments, Land and Railroad Surveying, Triangulation, Road Construction, Actual Practice in the Field.

Mine Engineering: Exploration of Mineral Veins, Timbering, Ore Concentration.

Mathematics: Algebra, Geometry, Trigonometry, General Geometry, the Infinitesimal Calculus with their numerous applications.

Mechanics: Rational and applied.

Chemistry and Metallurgy: Theoretical Chemistry, Blowpipe Analysis, Qualitative and Quantitative Analysis; Metallurgy by lectures. The Chemical and Assay Laboratories are well equipped.

Graphics: Descriptive Geometry, Shades Shadows and Perspective; an extended course in Drawing.

PREPARATORY DEPARTMENT.—Thorough Course of Two Years, completion of which admits to Professional Courses without further examination.

ACADEMIC COURSE.—A Thorough Course of Three Years, arranged with special reference to the needs of teachers.

Tuition, 20 dollars per Year. Board, 10 to 15 dollars per month.

Term begins September 15th, 1889.

For information, apply to

E. A. DRAKE, Sec'y.

W. H. ECHOLS, Director.

Washington University,

ST. LOUIS, MO.

I. Undergraduate Department—
College and Polytechnic School.

II. SCHOOL OF BOTANY.

III. SCHOOL OF FINE ARTS.

IV. LAW SCHOOL.

V. SMITH ACADEMY.

VI. MANUAL TRAINING SCHOOL.

VII. MARY INSTITUTE.

For Catalogues and all details, apply to

GEO. M. BARTLETT, Sec'y.

1704 Washington Ave.

5-21-1f

SHEFFIELD SCIENTIFIC SCHOOL

OF YALE COLLEGE.

Courses in Chemistry, Pure and Applied, in Civil and Dynamic Engineering, in Agriculture, Botany, Zoology, Mineralogy, and Geology, in Biology, with special reference to preparation for a Medical Course, and in General Scientific Studies, with English, French, and German, Political Economy, History, etc.

For programme, address Prof. GEO. J. BRUSH, Executive Officer, New Haven, Conn. 17-J-6-1f

ILLINOIS STATE NORMAL UNIVERSITY,

For the special preparation of teachers. The full Course of Study requires three years. Tuition free to those who pledge themselves to teach in the State; to others, \$30 per year. High-School Department offers the best advantages for preparing for college or for business. Tuition \$30 per year. Grammar-School Department furnishes excellent facilities for obtaining a good, practical education. Tuition \$25 per year. Term begins Sept. 10, 1889. For particulars, address

EDWIN C. HEWETT, President, Normal, Ill.

MRS. HAILMANN'S

Kindergarten Training School,

Opens January 9th and September 6th.

Send for Circulars to

MS. EUDORA HAILMANN,
ALPHEA, ILL.

13-21-1f

PHILADELPHIA, Pa., 4315-15 Walnut Street.

A Thorough French and English HOME SCHOOL, for 20 girls. Under the charge of Mme. H. CLERG and Miss MARION L. PEEKE. French taught orally and practically in two years course. All English lessons very carefully taught. Terms, \$300.00 a year. 5-21-12f

DEGREES,

FIRST AND POSTGRADUATE, conferred without residence. Any one can secure this desirable end by pursuing a course of study by

CORRESPONDENCE

under eminent College Professors, at slight cost. Those who have left College without graduating should write us for requisite conditions and graduate as soon as possible.

Full information of Courses, Professors, Monthly Questions, etc. given in the

UNION READING CIRCLE.

A large 16-page literary Journal, sample copy of which and application form for membership will be mailed to any address on receipt of 10 cts. in postage stamps. Address **COR. UNIVERSITY, BOX 0, CHICAGO, ILL.**

N.B.—Situations to teach free to members and subscribers. Agents wanted. 4-22-11

HAHNEMANN MEDICAL COLLEGE

AND HOSPITAL OF CHICAGO, ILL.

The policy of this institution is to make no promises for Hospital or College tuition, clinics, sub-clinics, or any means for study and observation, that is not literally and righteously kept. The Thirtieth Annual Course of Lectures will begin in Sept., 1889, and continue for six months. For full particulars, catalogue and Clinique, address

E. Z. BAILEY, M. D., Registrar,
3034 Michigan Ave., Chicago.

2-21-1f

ESTEY ORGAN.

STANDS ALONE as the Leading Organ of the World. For delightful quality, purity and exquisite sweetness of tone, variety of effects and great durability, it **HAS NO EQUAL.** SEND FOR CATALOGUES.



ESTEY & CAMP,

Manufacturers and Dealers,
916 and 918 Olive St. St. Louis, Mo.

MUSIC AND FLOWERS

Go well together. Prepare to enjoy the genial season by learning Summer Songs and playing restful Summer Idyls, found in abundance on the pages of Books published by Ditson Company.

In our new **Popular Song Collection** (\$1.) are found such songs as "Happy Birds," "Hunting 4-leaved Clover," "An Old Garden," "At My Window," and 30 others.

In our new **Choice Sacred Solos** (\$1.) are found "Beulah Land," "Good Shepherd," "When the Mists," "Home so Blest," and 30 other songs of great beauty.

In our new **Popular Piano Collection** (\$1.) are many pieces that sound well among the trees, as "Dent de Leon," "Alpine Shepherd," "Forget-me-not," "Fairy Echo," "Chapel in the Mountains," and 30 other pleasing pieces.

In our new **POPULAR DANCE COLLECTION** (\$1.) there are many new and sparkling Waltzes, Polkas, &c.

Spend a V in providing such books as the above, and also the genial **COLLEGE SONGS** (50 cts.), **COLLEGE SONGS for BANJO** (\$1.00), for **GUITAR** (\$1.00), or **WAR SONGS** (or cts.), or **GOOD OLD SONGS WE USED TO SING** (\$1.00), or one or more of our excellent Glee or Chorus collections. See Catalogues.

GUITARS, BANJOS, MANDOLINS, of the best quality for sale at reasonable prices. **ANY BOOK MAILED FOR RETAIL PRICE.**

OLIVER DITSON COMPANY, Boston.
O. H. DITSON & CO., 867 Broadway, New York.



A MOST FASCINATING COURSE of Study by an entirely new system of Teaching by Mail. Specially adapted for Teachers preparing for Examination and Promotion. Terms moderate. For circular, address **SEYMOUR EATON**, 50 Bromfield St., Boston, Mass.

Please mention this Journal in answering advertisements.

Tutt's Pills

CURE

Malaria, Dumb Chills, Fever and Ague, Wind Colic, Bilious Attacks.

They produce regular, natural evacuations, never gripe or interfere with daily business. As a family medicine, they should be in every household.

SOLD EVERYWHERE.

Boys and Girls send 50c. for sample Self-Inking Rubber Stamp, to print your name on Cards, etc. Latest out. Agents wanted. **E. S. MILLER'S Rubber Stamp and Printing House, Newark, O.** 2-28-11

Remington Standard Type-Writer.



The standard writing machine of the world; used and indorsed by all leading houses and professional men. Full line of type-writer supplies. Send for circular. **Wyckoff, Seamans & Benedict, 308 North Sixth Street, ST. LOUIS.**



JOSEPH GILLOTT'S STEEL PENS.

GOLD MEDAL, PARIS EXPOSITION, 1878.

SOLD BY ALL DEALERS.

For FINE WRITING, Nos. 302, 304, and Ladies', 170. For GENERAL WRITING, Nos. 404, 323, 320, and 304. For BROAD WRITING, Nos. 294, 359, and Stub Point, 349. For ARTISTIC USE in fine drawings, Nos. 353 (the celebrated Crowquill), 290 and 301.

JOSEPH GILLOTT & SONS, 91 John Street, N. Y.

HENRY HOE, Sole Agent.

3-23-121

PRANG EDUCATIONAL COMPANY

Publishers and Dealers in Drawing and Artists' Materials.

PUBLISHERS OF
Prang's American Text Books of Art Education.

A system of Drawing used in the leading cities of the country. The system has a wider adoption than all other systems united.

MANUFACTURERS OF
PRANG'S DRAWING MODELS, PRANG'S SCHOOL PENCILS, PRANG'S SCHOOL COMPASSES.

Particular attention is called to PRANG'S DRAWING MODELS, which have been specially designed for the teaching of Drawing in Primary and Grammar Schools.

The models include geometric solids and tablets, and also objects suitable for use in studying both the facts and appearance of form, and are therefore direct adjuncts to both constructive and pictorial drawing.

They are the products of the highest mechanical skill, and are a delight to both teachers and pupils.

They are placed upon the market at the lowest possible rates, and are rapidly being introduced into the schools of the leading cities.

For Catalogues and particulars address

The Prang Educational Co.,

7 Park St., Boston, Mass.

Western Agency, 79 Wabash Avenue, Chicago, Ill.

30 11-121

Mention this Journal

Estey Organs.

STAND ALONE as the leading Organs of the World. For delightful quality, purity and exquisite sweetness of tone, variety of effects and great durability, they **HAVE NO EQUAL.**

Estey Pianos

The most popular Pianos ever made. Have equal merit with the celebrated Estey Organs. Strictly first class. Fully warranted. **Only medium in price.** Cash, or time payments. Address

ESTEY & CAMP,
916 and 918 Olive St., ST. LOUIS, MO.
We refer to any Bank in St. Louis or Chicago.



BUCKEYE BELL FOUNDRY.
Bells of Pure Copper and Tin for Churches, Schools, Fire Alarms, Farms, etc. FULLY WARRANTED. Catalogue sent Free.

VANDUZEN & TIFF, Cincinnati, O.



SAVE MONEY. Before you buy BICYCLE or GUN
Send to A. W. GUMP & CO., Dayton, Ohio, for prices. Over 40 shop-worn and 3d-hand Cycles. Repairing and Nickeling. Bicycles, Guns and Type-Writers taken in trade.

TEACHERS WANTING POSITIONS.

Change of location, or promotion to broader fields with larger salaries, should address the

WESTERN TEACHERS' BUREAU,

DES MOINES, IOWA.

W. A. McCOY, Manager.

Now is the time to enroll in order to secure the best positions for the next season. 1-23-121



We herewith present you the valuable notice that we sell only first-class Sewing Machines, especially the celebrated **ELDRIDGE DIAMOND AND SINGER**, extremely cheap at retail in unoccupied territory. Sent on trial if desired. Protection to good dealers. Circulars and information free. **J. G. GEITZ, Gen. West. Agent, 1317 and 1319 North Market Street, ST. LOUIS, MO.** 6-22 mention this paper



The most popular and successful and the only complete series of Commercial Text Books published. These books are now used by nearly all of the best Business Colleges and Commercial Schools in the United States and Canadian Provinces, and are everywhere accepted as the standard works for commercial study.

Complete Bookkeeping. Cloth, 221 pages, 8 1/2 x 12 inches. Retail, \$2.50. Wholesale, \$1.35. Introduction, \$1.00.
Bookkeeping. Cloth, 175 pages, 8 1/2 x 12 inches. Retail, \$2.00. Wholesale, \$1.10. Introduction, 75 cts.
Introductory Bookkeeping. Cloth, 115 pages, 8 1/2 x 12 inches. Retail, \$1.25. Wholesale, 75 cts. Introduction, 60 cts.
COMMERCIAL LAW. Cloth, 310 pages, 6 1/2 x 10 inches. Retail, \$2.00. Wholesale, \$1.00. Introduction, 75 cts.
Commercial Arithmetic. Cloth, 275 pages, 6 1/2 x 10 inches. Retail, \$2.00. Wholesale, \$1.00. Introduction, 75 cts.
Practical Grammar and Business Correspondence. Cloth, 100 pages, 6 1/2 x 10 inches. Retail, 75 cts. Wholesale, 50 cts. In 37 cts.
Seventy Lessons in Spelling. Cloth, 130 pages, 4 x 6 inches. Retail, 30 cts. Wholesale, 20 cts. Introduction, 15 cts.

300 enthusiastic testimonials, with names of teachers and schools are published in our catalogue. Sample copies of any of the foregoing publications will be mailed postpaid to teachers or school officers at the special introduction price. Specimen pages of the books, together with our catalogue containing prices, testimonials, and full particulars regarding them and also regarding our *Three Weeks' Business Practice, Complete School Register, College Currency, Commercial Student's Pen*, and other school supplies, will be mailed free to any teacher on application.

WILLIAMS & ROGERS, Rochester, N. Y.
Two new Publications will come from the Press August 1, 1889—CIVIL GOVERNMENT and FIRST LESSONS IN BOOK-KEEPING.



INSTRUCTIVE & ENTERTAINING FOR YOUNG AND OLD.

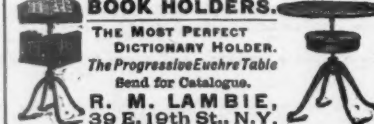
ONE DOLLAR EACH.

1—"Yellowstone Nat. Park." 2—"The Northern Pacific Tou." 3—"The Great Northwest" Illustrated Descriptive Pamphlet containing 13 plates. "Yel. Nat. Park," "Columbia River," and Alaska Scenery. Free by Mail on application. **W. C. RILEY, Publisher, No. 7 Drake Block, St. Paul, Minn.** 4-22

REWARD Cards, Christmas Cards, Reports, Books, Engravings, etc. 15 samples for 1 c.; 40 samples for 25c. 50 Elegant Embossed Christmas Cards \$1.00. 40 choice chromos \$1.00. Large Catalogue free. **WILLIAM MORGAN, Publisher, White-House Station, N. J.**

Please Mention this paper.

SHORTHAND FREE. Ten Lessons in Shorthand by Mail, FREE OF CHARGE. Send for first lesson and begin study at once. Address **Will J. Hudson, Columbus, O.**



THE MOST PERFECT DICTIONARY HOLDER.

The Progressive Euchre Table

Send for Catalogue.

R. M. LAMBIE,

39 E. 19th St., N.Y.

Teachers' Excursion to Nashville, Tenn.

The Illinois Central Representative has just returned from Nashville and Chattanooga, with all the information possible concerning the Great National Educational meeting to be held at Nashville, July 16 to 20, inclusive, and the actual expense connected with such a trip from points on the line of the Illinois Central Railroad, including a Special Excursion from Nashville to Chattanooga and Lookout Mountain and return. This information has been published in a circular to teachers, together with the time card of the Grand Special Teachers' Excursion to leave Sioux City and Sioux Falls July 14; Dubuque, Madison, Freeport, Dixon, Mendota and Bloomington, July 15. Every teacher in the northwest, and every soldier who took part in the battles of Tennessee, should apply to the undersigned at once for a copy of the "Nashville Circular." Remember this special train of sleepers and chair cars will run through to Nashville without change. A glue club will accompany the party, and passenger agents familiar with the route will see that everything possible is done for the comfort of all. Teachers, this is the opportunity of a lifetime. One month's salary will make the trip, and remember those who go on the Illinois Central special are the ones who will have the best time, see the most, and at the least expense. Write for circular. **J. F. MERRY, Gen'l West'n Pass. Agt.** 6-22-21

HALF PRINTS

For Local Educational Journals, for County Superintendents, Normal Schools, High Schools, Business Colleges, etc. In all forms. Local sides printed when desired. Send for samples and prices. **G. A. BURGESS,** 6-22-11 Monticello, Platt Co., Illinois.

NEW SCHOOL AIDS are the best and cheapest system for conducting day schools in good quiet order. A set contains 220 large beautiful chromo excelsior, merit and credit cards elegantly chromo-lithographed in ninety different designs, price per set, \$1; half set 110 cards 50c. **CHROMO REWARD CARDS**, pretty landscape scenes, flowers, children, birds, animals, etc., assorted, prices per dozen: size 2 1/2 x 4 in 40c; 3 1/2 x 4 1/2 50c; 4 1/2 x 4 1/2 60c; 5 1/2 x 4 1/2 70c; 6 1/2 x 4 1/2 80c; 7 1/2 x 4 1/2 90c; 8 1/2 x 4 1/2 1.00. **CHROMOS**, size 5 1/2 x 7 1/2 20c per dozen. **SCHOOL REPORTS**, weekly or monthly, card board, 10c per doz; on thick writing paper 5c per doz. **ALPHABET CARDS**, 500 large plain letters and figures printed on 250 thick cards 1/2 inch square, 25c per set. **READING CARDS** for little ones, ten stories 20c. **TOY MONEY**, like U. S. coin money, on thick card board, 15c worth assorted for 25c. **200 New Patterns in Drawing 30c.** Large set samples pretty chromo school reward, fine gift cards and teachers' school supplies 25c. New price list and few samples free. All postpaid by mail. Postage stamps taken. Please send a trial order. **A. J. FOUCH & CO., WARREN, PA.** 9-21-91

ST.-JOSEPH'S-JOURNAL.

Devoted to the interests of Schools.

Published by the Pupils of St. Joseph's Academy. Send 10 cts. for a Sample Copy. Address

ST. JOSEPH'S JOURNAL,
South St. Louis, Mo.

Woman's Exchange

Teachers' Bureau,

[Both Sexes.] Supplies Professors, Teachers, Governesses, Musicians, etc., to Colleges, Schools, Families, and Churches. Also, Book-keepers, Stenographers, Copyists, to Business Firms.

MRS. A. D. CULVER,
329 Fifth Avenue, N. Y. City
Mention this Journal

THE NEW SOUTH

IS THE FIELD FOR TEACHERS.

THE CENTRAL TEACHERS' AGENCY,
Box 453 Birmingham, Ala.,
Can get you a position. Write to them.

6-12



SUCCESSORS IN BLYMYER BELLS TO THE **BLYMYER MANUFACTURING CO** CATALOGUE WITH 1800 TESTIMONIALS. **BELLS, CHURCH, SCHOOL, FIRE ALARM**

HOME STUDY, LATIN AND GREEK AT SIGHT, use the "INTERLINEAR CLASSICS." Sample page and Catalogue of School Books, free. **C. DESILVER & SONS, No. (see) 1102 Walnut Street, PHILADELPHIA, PA.** 6-22-121

FOUNTAIN PENS Cheapest and Best Made. **CIRCULARS FREE.** **POCKET SCRAP-FILE** New, no paste, quick filing, cheap. Agents, 61 day. **C. W. TAYLOR & CO., Jacksonville, Fla.** 6-22-121

Please mention this Journal in answering Advertisements.

AMERICAN JOURNAL OF EDUCATION

AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

VOL. XXII.

ST. LOUIS, JUNE 8, 1889.

No. 6

Printed for the Editors, by FERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

Mr. J. H. BATES, Newspaper Advertising Agent, 41 Park Row (Times Building), New York, is authorized to contract for advertisements in all the editions of the AMERICAN JOURNAL OF EDUCATION at our best rates.

TABLE OF CONTENTS.

Editorial Notices.....	3
What Can Be Done?.....	3
To the Teachers of Missouri.....	3
Truth and Error.....	4
The Blair Bill.....	4
Governor Francis.....	5
Bishop Potter.....	5
A Grand Record.....	5
A Swine's Snout.....	5
A Great Meeting.....	6
Missouri, Kansas and Texas Railway.....	6
A Great Mistake.....	7
Reading Circles.....	7
Hon. A. H. Garland on Federal Aid.....	8
The Reason Why.....	8
A Few Extracts.....	8
A Fraud.....	9
Nebraska.....	9
Kentucky.....	9
Rows and Pistols.....	10
Another Eye-opener.....	10
California.....	10
Willard's Hotel.....	11
Summer Manual Training School.....	11
Petition for National Aid to Education.....	12
The Official Bulletin.....	13
Pennsylvania.....	13
Incompetent.....	15
Fifty Witnesses.....	14
Cowardly.....	14
Washington.....	14
Laws Unmasked.....	14
A Summer Resort.....	14
Mississippi.....	15
Sad.....	15

Some of the bankers up in Columbia, Mo., seem to think that the "whisky saloon" attachment to the property of Rev. S. S. Laws, D. D., LL. D., the resigned President of the State University—up in Kansas City, is an "unfortunate investment." The Investigating Committee ask, page 352:

Q. Do you have any idea as to how much Dr. Laws is worth?

A. I have not, sir. I have understood that he has recently made some unfortunate investments in Kansas City property.

UNIVERSAL morality and intelligence is the only true basis of society. This our teachers promulgate all the time.



And National Educator.

St. Louis, June 8, 1889.

J. B. MERWIN.....Managing Editor
JERIAH BONHAM.....Associate Editors.
PROF. I. BALDWIN,
PROF. R. O. NORTON,

Terms, per year, in advance.....\$1.00
Single copy.....To

PRESIDENT Harrison will render the country an inestimable service by the appointment of Dr. Wm. T. Harris to the position of United States Commissioner of Education.

Dr. Harris is not only one of the ablest educators of the country, but he is, at the same time, one of the best administrative officers we have ever had. He will bring to the position great ability, incorruptible integrity, a large and successful experience as an administrative officer, and the cordial co-operation of the leading educators of the whole country.

LET us see—when is the meeting of the Missouri State Teachers' Association to be held? Near the last of June we think.

Won't there be a rush and a crush, to hear Laws on Laws—or Laws the President (resigned) lauded by Laws the "special pleader" as *The Republic* neatly puts it?

We advise those who go, to take army rations in the way of hard-tack, army blankets, tents, etc., to be ready for a long cold campaign.

It will be a long weary diatribe when Laws explains Laws!

We help him some by the extracts we print comprising the sworn testimony of some of those who know him! Interesting reading these extracts.

By the way, there ought to be a few copies of the "sworn testimony taken before the University Investigating Committee up at Sweet Springs so as get the benefit of Laws on Laws.

THE one hundred and seventy-five students of the State University at Columbia who sent a bouquet to Hon. John F. Morton, as a testimonial of their appreciation of his valuable services in recommending the dismissal of Laws as President of the University, must know that *two millions* of people stand behind them and applaud their action.

WHAT CAN BE DONE.

PROF. GEO. W. LETTERMAN, School Commissioner of St. Louis County, demonstrates what can be done in the way of better compensation, longer school terms, and libraries when these topics are properly and fully represented to the tax payers and people.

Prof. Letterman circulated a large number of extra copies of the AMERICAN JOURNAL OF EDUCATION with the following results: at Clayton, St. Louis County, a ten months term of school was voted, and a tax of \$70 ordered for a library. At Central School District a term of nine months was voted. At Black Jack district a term of ten months was voted by acclamation and Mr. J. B. Brier selected as a teacher at a salary of \$1000 per annum. At Webster Groves a term of ten months was ordered by the voters. At Creve Coeur a term of eight months was ordered, and a number of shade trees were planted. At Barrett's school nine months was voted. Commissioner Letterman was again the unanimous choice of the people for County School Commissioner.

With an equal amount of intelligent and conscientious work on the part of our School Commissioners and teachers, the same result could be secured in three-fourths of the Counties in Missouri.

TO THE TEACHERS OF MISSOURI.

I HOPE we shall have a full and enthusiastic meeting of the State Teachers' Association at Sweet Springs in June. I have resigned my position

as President of the University of the State of Missouri, to take effect July 1, 1889, so that I shall still be in the ranks as a teacher. But I propose to avail myself of your presence to dispel the aspersions and calumnies cast on my official character as an educator and college officer by scheming calumniators.

Yours faithfully until we meet,
S. S. LAWS.

PLEASE to let us know the length of the school term in your State?

What wages are paid the teachers?

Are the school terms long enough to properly educate the people; and are the teachers wise enough to train for American citizenship with its increasing demands? Are the teachers liberally compensated and sustained?

Are the teachers paid at the end of each month, in all the States, as other county and state officers are paid? Let us have the facts on these points.

These are very important questions. The answer must be given we fear in most cases in the negative.

Then why not *all* take hold and sign and circulate Petitions for the passage of the Blair Bill?

THE whole 550 pages of this investigation shows that Laws is an assassin of liberty, and that he has by his ignorance and brutality earned the execration in which he is held by the professors, students, and the people.

WHAT we said in 1882 mildly, in print, is now put into official reports and uttered in impassioned ringing speeches in the halls of the State House in Jefferson city. We did not look for success then: we only discharged our duty. We are at work on the same line to-day. On other pages we print a few extracts from the 540 pages of sworn testimony taken by the Committee of Investigation on the State University of Missouri, showing Laws' unfitness and incompetency for the position he has so long disgraced.

"GRAND old Missouri!" Look at the portrait drawn of the President of the State Teachers' Association of Missouri by the "testimony taken before the University Investigating Committee." "Grand old Missouri!"

We shall now, if we succeed in securing the \$77,000,000 to educate the illiterate, inaugurate a movement grander than any other of this nineteenth century, in its out-reaching and on-reaching influence of good to this Nation.

Our teachers grow with the grandeur of this idea of educating into productive American Citizenship this six millions of illiterates.

This colossal movement reaches the status of an epic!

Our friends will see that in order to secure the \$77,000,000 of money for education, it will be necessary for the friends of this great measure to be up and doing—securing signatures to the Petition we print in another column; arousing attention to the limited time now given the children in the country to attend school, etc. No time to be lost. Send in the Petitions.

The most equitable way to dispose of "the surplus" is to give \$77,000,000 of it to educate the people.

The money belongs to the people; they earned it; they paid it into the United States Treasury. If it is appropriated to educate the people, there is no danger that it will be wasted—education pays. It is ignorance that costs all the time in this country.

We hope our four hundred thousand teachers, who are doing so much for the proper education of the people, will unite with us now, and sign and send in the Petition printed on another page for Federal Aid to Education.

This bill has passed the United States Senate three times. Forty-four United States Senators voted for this measure as a testimony of the appreciation in which they hold the work done by our teachers.

GENERAL JACKSON and John C. Calhoun in 1836 urged the distribution of the surplus revenue for the reason that it would prevent centralization, to which they both, as Democrats, were earnestly opposed—as they ought to have been. Let us take hold now and distribute \$77,000,000 for education among the States that so much need this help.

The total cash in the United States Treasury, as shown by treasurer's general account, May 1st, 1889, is \$619,990,915.65

We are abundantly able you see to appropriate \$77,000,000 for education. In fact this bill has passed the United States Senate three times already.

The people expect and have a right to expect, unity in this great work our teachers are doing. Forty-four United States Senators said by their votes, that the dangers from illiteracy are so great and the work our teachers are

doing is so important, that, sinking party considerations and State line boundaries, we believe that \$77,000,000 of the surplus should be devoted to the spread and upbuilding of education. What do the four hundred thousand teachers say?

Our teachers have a presentiment, sometimes, of what that gentle tender-hearted pupil is to be in the near future—or the future more remote—and they would lay down their lives for its unfolding. Sometimes the power and beauty of their life blossoms out in these characters while yet they live. This is their reward—and money beside that, is ashes.

Yes, our teachers get glimpses now and then of the unfolding and development of these tender but great natures who go out from our schools to become magnificent men and women

TRUTH AND ERROR.

"For truth is truth,
To the end of reckoning."

SHAK.

EVEN so great and revered a name and character as that of "Cardinal Manning" can not save his utterances on "Common School Education" from investigation and just criticism.

When such statements as the following are put alongside of those of a practical and philosophic thinker like Hon. J. C. Broekmeyer, how they shrivel and wither.

Cardinal Manning says in *The Forum* that

"Education that is common violates conscience.

Education that is secular, common and compulsory violates the rights both of parents and of children."

Hon H. C. Broekmeyer says: "The Education of the common School—Common in the sense that it is for all, accessible to all; common in the sense that it teaches what is common to all—culture—and thus needed by all; and finally, common in the sense that it is maintained by all, out of a common fund to which contribution is made by all. Accessible to all, it excludes none. All are potential citizens of the Republic, and in this character alone are they known to the republic. From all alike the republic demands obedience to its laws. To all alike it has to render a knowledge of that law possible. From all alike it demands that they shall govern themselves. To all alike it has to render the culture possible through which alone self-government is achieved. It excludes none. The conduct or behavior of the individual alone can exclude him, and as we deal with potential instead of actual citizens, this ought not to exclude, but only transfer him from the school to the reformatory.

It teaches what is common to all culture. The Catholic, the Protestant, the Jew, the Gentile, the Infidel, the

Democrat, the Liberal, the Radical, the German, the Irishman, the Dutchman, the yellow man, the black man, have not each a different mode of spelling the English language, the language of the law, but one and the same mode. They have not each a different grammar of the English language, but the same grammar. They have not each a different geography, or technique of commerce, but all the same. They have the same technique of mathematics, of logic, of mechanics, of astronomy, of chemistry, of botany—in a word the same technique, for all the products of human intelligence.

It is this common element which the common school teaches. In this it performs a two-fold service. To the state it renders the exercise of an essential function possible, and to the citizen it renders possible the attainment of culture. Regarded from either point of view it is an institution of the State, founded in the final end of the State, and therefore to be maintained by the State.

In conclusion permit me to say, Mr. President, that they who think this too much and the expense too great, ought to find comfort in the reflection that a life spent in making a living, and in accumulating property has for its final result zero. Nationally, this question was solved and demonstrated by our predecessors—the predecessors of the State of Missouri—the aborigines. They lived to make a living. The end of their life was not culture, but to live. They wasted no precious property upon education to render culture possible. They paid no school tax. They vested nothing—nothing but the smutch of their smoke upon the walls of the caves of our State. This they left. This is their monument—a smutch.

On the other hand, they who think this too little, ought to remember that the purpose for which the State exists is to render justice possible for the individual man. To enable a just man to do an honest deed without let or hindrance. But the State does not do the deed for the man."

INSTITUTIONS which may be admirably adapted to one stage of society, become frequently almost useless in another, unless provision is made for such changes from time to time as are demanded by the new and larger development of our social progress.

Our State and National Constitution must be changed to meet the expanding power of this wider intelligence and the growing wants of the people. Power is expansive, and thought is power as well as progress.

He who puts the minds of others on a new track, must not expect them to stop where he stops. Thought is power, and power expands.

WHAT are the average wages paid the teachers in your State? What is

the length of the school term? All-important questions, these, because the success of the schools depends upon their answer; and the character, intelligence and prosperity of the people depend upon the schools.

How can an ignorant person help being a willing slave to vice and to crime and to the partisan demagogue?

THIS movement to educate the six millions of illiterates, has reason and right and heroism on its side, and its success will lift up and inspire the nations of the earth. It is a Minerva crowned with an eternal halo of glory.

THIS movement to educate the people and so make them both safe and happy, is gathering a vast momentum the span of whose wings the politicians scarcely measure. It is a vast plan for human regeneration on logical grounds—born out of a great public necessity; a soul of peace out of a tempest; a light out of darkness—calm and safety—it brings us out of danger.

We are on the safe side. Where do you stand?

It is good to increase and to grow, as the events of life demand an enlarged and clearer vision intellectually and morally. These events are not to be feared, but to be enjoyed.

THE BLAIR BILL.

"The very mercy of the law cries out most audible."
—SHAK.

IF the constitutionality of the Blair Bill is questioned let the doubters test the question in the Supreme Court, the proper tribunal for its decision; and when that court shall decide we shall not have one rule for the North and its reverse for the South, one for one decade and its opposite for another, but we shall have for all sections and for all time the same rule of equal justice, announced with decent dignity, without invective, taunt or jeer. Should this bill be defeated by Republican votes, where will the Republican party stand when they again face the issue in a Presidential election presented by a largely united South, and by millions of the Northern masses, who propose that Southern children white and black and the children of foreigners throughout the land shall all enjoy the right to an American education?

Provision must be made, and that speedily for this education in all the States.

Of course it requires time and patience and thought and study to do these things; but they are worth all they cost in these directions. Public opinion governs the country; and who better than our teachers can arouse and guide public opinion. Let us organize quietly and effectively and work unitedly to this end and for the early passage of the bill.

FROM year to year some of our teachers see their work grow in grandeur, and they too grow into some new conception of its far-reaching influence and ultimate power. What they do in the small, looms into vast and magnificent proportions. God bless them every one! for their faith and their patience and their work. Who can measure it?

In unity there is safety. These four hundred thousand teachers can save this nation from anarchy, if they will unite in their work.

THESE teachers are the far-seeing eye of the people—their safety and their salvation.

GOVERNOR FRANCIS.

"The intent and purpose of the law Hath full relation to the penalty."

—SHAK.

THE JOURNAL was persistent in urging the nomination and election of Governor David R. Francis, believing from its own personal knowledge, that Civil Service Reform meant the promotion of those who proved themselves most capable, and the substitution of men of tried abilities and assured business or professional success, for the needy parasites who occupy so many public positions as a reward, seemingly, for their "whooping up the boys."

The JOURNAL predicted that, although Missouri had reason to be proud of its succession of Governors—more especially of B. Gratz Brown and John R. Phelps—it would discover that Governor Francis would add still greater dignity to the gubernatorial office. So far, though opposed openly or secretly by many of the leading papers, and by many persons of "influence" in his own city and party, Governor Francis has, as it seems to us, borne himself so as to fully justify the predictions of his friends.

In refusing executive clemency to the Bald Knobbers, the Governor, as is evident from his official communication, did not act hastily nor without the fullest comprehension of the requirements of the situation. Owing to the wantonness with which an ex-senator and certain papers traduced the Commonwealth of Missouri, inestimable damage had been done a commonwealth which, in extent, population, wealth, and the best elements of the highest civilization, ranked high among the States of the Union, was persistently held up to public scorn as the haunt of acknowledged criminals. Although no where in America—and most certainly not in the Eastern and Middle States—have person and property been so absolutely secure, yet the State of Missouri has been advertised as distinguished mainly as the home of the James' boys.

Governor Francis, in the discharge of his official duty, recognized the

truth of the maxim to which Abraham Lincoln gave currency (although he did not originate it): "Mercy to the individual is injustice to the State." *Salus populi suprema lex esto*, is the unwritten law of the Commonwealth of Missouri, and Governor Francis displayed his acceptance of this when fearlessly, and without regard to personal considerations, he decided that executive clemency was proper only when correcting the possible want of equity of a general law, and not when substituting for the decisions of the court, appeals to mere individual sensibilities.

We continue to be proud of the public spirit, uprightness and moral courage of our Governor, and believe that the people of the State largely share our opinion.

BISHOP POTTER.

"Men must learn now with pity to dispense—
For policy sits above conscience."

—SHAK.

THE extent to which the methods of the political "machine" and the "spoils system" has been applied to the conduct of business and the discharge of fiduciary obligations, has long called for a protest from those whose position would compel attention. The average citizen of intelligence has been powerless, for such pressure could be brought upon the press by the use of the advertising Boycott that some of the leading papers, after fully committing themselves editorially to the initiation of a reform, have before the next issue been compelled to "eat humble pie," and to explain in private that they "could not afford to attack corporations." Boss Tweed's inquiry, "What are you going to do about it?" has become the Shibboleth of many a syndicate of capitalists who recognize that a sufficiently long purse can purchase anything from a Cabinet position to the so-called highest social distinction; that both honor and honors are purchasable; that religion, morals, literature, art and science have representatives who are more than ready to canonize the most ignorant or most vicious persons for a consideration. Whether or not the New York orator wrote or could have written his eloquent oration, is immaterial, for the suggestion of a less known man that he was employed for the purpose, is so consonant with human experience that a man of ability will suffer as much from such a charge as the veriest ignoramus. Such being the situation during this period of social transition, it is above all necessary that some one of acknowledged integrity and position should lend to patent truths the same magical powers that Whitfield is said to have given to his most careless utterances.

Bishop Potter is too old and too wise a man unnecessarily to challenge attack from the serried columns of the plutocracy. It must be admitted that

when such a man, distinguished in his own right as well as through being the representative of a family which has always been known for its ability, integrity, and public spirit, raises his voice in protest, it is full time that the thoughtless multitude take heed. There is no remedy for the correction of public evils but an intelligent public opinion, and since (as we have so often seen of late) the natural independence of the press can be destroyed by threats or subsidies, or neutralized by the creation of opposition papers, the people have no protection but the pulpit against those who "steal their livery to serve their enemies in." Hundreds of hack-writers have already begun an attempt to win money and favor by buttressing the position of the plutocrats by every argument calculated to confine attention to accidental benefits which attend even the most wanton of public outrages. But the merest school-boy should have learned that the unexampled prosperity of the United States has been the natural fruit of a system of cultivation to which present methods are utterly opposed. Therefore, every one should acquaint himself with the courageous and truthful utterances of the New York Bishop, and refuse to accept any offerings but those of right and equity.

A GRAND RECORD.

"Evils that take leave,
On their departure most of all show evil."

—SHAK.

THERE is a touch of the heroic in the silent persistent bravery of the two young legislators who really inaugurated the movement to depose the old barnacle Laws from his boodle-held place as President of the State University.

Hon John F. Morton of Ray County, and Hon. Champ Clark of Pike County, stated plainly and definitely the reasons why Laws should resign.

When the amendment was pending that not a cent "of the appropriation hereby made for said institution shall be audited or paid by the State Treasurer while Prof. S. S. Laws or the present Board of Curators are connected with said institution," Mr. Clark, according to the report in *The Republic*, in an hour's speech, went on to describe in detail what he had seen and heard at Columbia. He told of Dr. Laws' tyrannical treatment of the students and asked: "Is it any wonder they rebelled against him? Is it any wonder the highest educational institution in the State has grown into disrepute? Under Dr. Laws' management the State University was not even a respectable grammar school, and the better the students got to know Dr. Laws, the more they hated him."

In concluding his argument, Mr. Clark said: "In no question have I ever taken so much personal interest

as I have in this University matter. I speak for every boy of University age in the State of Missouri. I beg of you, gentlemen of this Assembly, to see this question, as it is, and vote for the amendment to the appropriation bill; for I believe that is the only way to get rid of Laws"—and the Assembly voted for the Amendment.

EIGHTY-THREE TO EIGHTEEN.

This was heroic—nay, more sublime—to stand thus for justice, for truth, for the right of appeal.

This page in the legislative history of this State will stand out grand and luminous. It stamps these men as heroes—it stamps Laws as infamous. Each day that Laws remains in his position as President the State becomes an accomplice to this infamy and endorses his crime.

Turn now and read the extracts, only a few, from the 543 pages of the "testimony taken before the University Investigating Committee," and you will see why these men could not do aught else than to recommend and insist upon the removal of Laws. Look at this record of shame, of cowardice, of brutality and meanness on the part of Laws—as made up by witnesses under oath, covering all his disreputable career in Columbia.

A SWINE'S SNOOT.

LAWs, on page 479, says, in answer to the following question:

Q. Have you ever made any insulting remarks to the members of the Faculty in the chapel?

A. Your question astonishes me. I never made even an uncomplimentary remark about the Faculty in the chapel.

Q. Did you ever make a remark anything like this about professors who you supposed would go out of their line of duty after certain things were like jewels in a swine's snout?

A. Yes, sir. I did say that about the President or Faculty. I read a selection out of the Bible every morning, and that morning that passage occurred in the selection. I said that principle was applicable to every community and to our University community. I applied it to ourselves. I stated that there were certain duties to be performed in an institution like this, and I said that if either students, or President, or Faculty went out of their sphere, they were like jewels in swine's snouts. That very thing has taken place here. Some of the professors think they know everything and want to run everything.

Q. When you made these remarks did you have any particular professor or professors in mind, or to whom did you intend those remarks to apply?

A. I intended them to fit anybody that would wear them.

WHEN we introduce injustice into our action politically or socially, and this injustice ripens into law, God supplies the sense of justice and reinforces it, and finally through law smites the authors, aiders and abettors of injustice; this is history; this is destiny.

Let the people beware of the injustice of holding six millions in the bondage and darkness of ignorance.

ARKANSAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

FRANK J. WISE, Pine Bluff, Ark., } Editors.
J. B. MERWIN,..... }

ARKANSAS, you remember, will receive an addition to her school fund when the Blair Bill is passed, of \$2,503,170.97. This is certainly worth a persistent effort on the part of all her poorly paid teachers and of the taxpayers in the State.

The Bill ought to be passed.

PROF. MCNIECE of Conway Co., Ark., says: "The Blair Bill which has passed the United States Senate three times ought to pass the House of Representatives without further delay.

I can assure you that in this section of the country the people are in favor of this appropriation for the education of the illiterates of the State.

I shall be glad to render any assistance in securing signatures to a Petition for the passage of this bill."

LET us all take hold now, and sign and circulate petitions for the distribution of \$77,000,000, now idle in the United States Treasury, for Federal Aid to Education.

In the South particularly, where there is so great a need, as everybody admits, of increased facilities for education, the schools could be increased in number and improved in character, and in all the States there could be an improvement in the work of education without imposing new or heavier taxes on houses, farms, personal property, or other objects now burdened.

This measure, you must remember, has passed the United States Senate three times, forty-four senators voting in favor of the measure.

THE fact is that our teachers have to pay money for bread and butter and shelter, and for boots and shoes and car-fare and clothes to wear, the same as other people, and pay as they go, too.

School officers should remember this fact, and act upon the suggestion it involves, by having the funds ready to pay the stipulated salary each month as other county and state officers are paid. In the larger cities this monthly settlement is, as it should be, the uniform rule of the Board of Education. It should be the universal practice in all our country schools, too. If the money is short and scarce, pass the Blair Bill, and use \$77,000,000 of the surplus, now on hand, and idle, in the United States Treasury, to properly and promptly compensate our teachers for the work they do, in all the States.

A GREAT MEETING.

"You hear welcome
In your eye, your hand, your tongue."
—SHAK.

THERE is no doubt but this is to be a great meeting at Nashville; great in interest; great in profit to the teachers; great in numbers; great in its final outcome for education. President Marble has put a vast amount of time and ability into the affair. The local Committee at Nashville certainly have done a vast amount of work and done it well, to give the teachers of the United States not only a royal welcome, but a royal old-fashioned, generous-hearted Southern entertainment.

The Chicago and Alton Railroad is already looking for and preparing for several car loads from Kansas City to St. Louis.

This fast and picturesque route, crossing the Missouri River at Glasgow, the Mississippi River at Louisiana, and again at St. Louis connecting directly with the Louisville and Nashville in the St. Louis Union Depot, insure both a delightful and instructive ride and close connections.

St. Louis is the metropolis of the Southwest, and a stop-over of a day or two here will give both geography and history a new importance and a larger meaning.

Write for further information, either to Mr. John W. Mass of the Louisville and Nashville Railroad, or to Mr. S. H. Knight of the Chicago and Alton at St. Louis, Mo.

It looks as if the students, the Alumni, and the people of Columbia, Mo., would clean out some of the "rubbish" at the State University. Certainly this is a very desirable thing to do.

MISSOURI, KANSAS AND TEXAS RAILWAY.

The Popular Route to Texas, Mexico and California.

DOUBLE Daily Train Service, carrying a complete Passenger Equipment of handsome Day Coaches, from Hannibal, Sedalia, Parsons and Ft. Scott to Texas points. Free Reclining Chair Cars on all Trains between Hannibal and Sedalia, and on Night Trains between St. Louis and Ft. Scott, Pullman Palace Buffet Sleeping Cars, St. Louis, Sedalia and Kansas City to the leading cities of the Southwest, making direct connections at Fort Worth for California points, and at San Antonio for the City of Mexico, and points in the interior of the Republic. For full information, apply to nearest Ticket Agent.

J. WALDO, GASTON MESLIER,
Gen. Traffic Manager. Gen. Passenger and Ticket Agent.

SEDALIA, Mo.

6-22-21

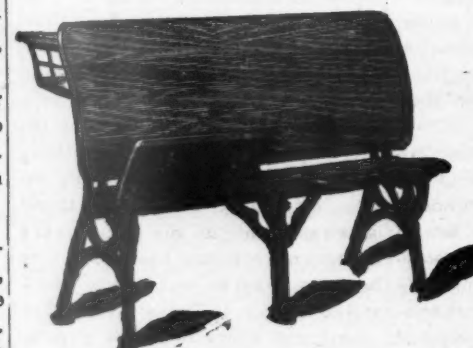
To enrich the language of children and the people, is to enrich and enlarge their range of ideas, thought expression and action too.

Our Automatic Folding Seat, and Desk,

Double-tongued and Grooved and Glue-Jointed.
The Seat will Fold or Unfold without the use of the hands, or any unnatural movement.



SEAT FOLDED.



DOUBLE DESK, WITH SEPARATE OR INDIVIDUAL SEATS.

HOPE COLLEGE,
Holland, Mich., Jan. 4, 1886.

Since September last we have used Haney's School Seats in the lecture room of Hope College, and have been well satisfied with the workmanship and with their adaptation to the uses designed.

The construction of the seats is just what the school-room needs; is noiseless and easy.

Haney's Seat and Desk is more easily put together and cheaply set up than other seats in use in our institution.

CHARLES SCOTT,
President.

GRAND RAPIDS,
Mich., June 10, 1886.

This is to certify that for the past three years the Haney Manufacturing Co. has supplied our Board with all the school seats that we have purchased for our new buildings, and for re-seating a portion of the old. The seats are giving good satisfaction to the Board, and our teachers speak highly of them. The Haney Seat takes rank with the BEST manufactured, and is preferred by our school authorities to any other that has competed with it for our trade.

HENRY J. FELKER,
President of Board of Education.

Our Bent Wood Desk and Seats.

DOUBLE FOR TWO PUPILS, AND SINGLE FOR ONE PUPIL.

With Double Wrought-Iron Hinges for Seats. Warranted for 20 years from all breakages.

From a large number of Endorsements we select the following from Hon. J. M. ARCHER, to whom we refer:



SALEM, ARK.

J. B. MERWIN, St. Louis, Mo. — My Dear Sir: When we built our new Academy at Salem we purchased your Patent Bent Wood Desks and Seats.

After YEARS OF TRIAL they have proved VERY SUBSTANTIAL and DURABLE, and have been so satisfactory that I take great pleasure in saying to the people of Arkansas, who feel an interest in securing the BEST AND MOST DURABLE SCHOOL DESKS and SCHOOL SUPPLIES made, that I am confident the Desks, Maps, Globes, Charts, Liquid Slatings, and other apparatus manufactured and sold by you will give entire satisfaction. Very truly,
JAMES M. ARCHER.

Five Sizes of this Style are made for Pupils from 5 to 21 Years of Age.

Our Customers get the advantage of cheap freights on the Bent Wood Desks and Seats.

MERWIN'S IMPROVED PATENT GOTHIC DESK.



OUR HOME ENDORSEMENTS.

J. B. MERWIN, 1104 Pine Street, St. Louis:

DEAR SIR: It gives me pleasure to state that the Desks and Seats which you put into the school rooms of this city, after a *thorough trial* of more than **Twenty Years**, give *entire satisfaction*. Not a single Patent Gothic Desk has been broken.

THE IMPROVED PATENT GOTHIC DESK,

WITH CURVED FOLDING SLAT SEAT, with which you furnished the High Schools, are not only SUBSTANTIAL and BEAUTIFUL, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young.

These considerations commend THIS DESK to all who contemplate seating School Houses.

Respectfully yours,

WM. T. HARRIS,

Superintendent of Public Schools, St. Louis, Mo.

More than 600,000 of these desks have been sold; every one using them commends them.

J. B. Merwin School Supply Co.,

DEALERS IN SCHOOL SUPPLIES OF ALL KINDS.

No. 1104 PINE ST.

ST. LOUIS, MO.

Yes—let us write the *great* things our teachers have achieved. They have to a certain extent and degree abolished ignorance and darkness and helplessness wherever they have been employed and sustained even for a short time.

What might we not record of their work if now \$77,000,000 of money was put into their hands to go into the waste places and plant the school-house and the church, and vivify commerce and inaugurate diversified industry. Who ever did so much work for so little money as this faithful band of teachers.

IGNORANT people want but little, and have not the ability to pay even for what they want. But *six millions* of illiterates made intelligent and capable and consumers of all our varied

products—this is what the Blair Bill means for manufactures and commerce for citizenship and progress.

Let it be passed.

THERE is a "Mammoth Cave" at Columbia, Mo., but if you wish to visit the one of lesser proportions in Kentucky on your way to the National Teachers' Association, you had better drop Mr. John W. Mass, Asst. Gen. Pass. Agent of the Louisville and Nashville Railroad at St. Louis, a line, and have him send you some circulars of the route, terms, etc. Mr. Mass will respond cheerfully and promptly for any and all the information in regard to the meeting of the National Teachers' Association at Nashville July next.

INTELLECTUAL mimicry, like moral mimicry, is a failure. Make and be your own method.

A GREAT MISTAKE.

M^{R.} R. L. TODD testifies under oath, that he thinks "It would be a great mistake to continue Dr. Laws."

In response to the following inquiry as to Laws' maltreatment of professors, this state of facts was developed:

"Q. Do you know of any maltreatment on the part of Dr. Laws towards the Curators that would be calculated to alienate affections of a well-balanced man? either toward members of the Board of Curators or of the faculty?"

A. As to the faculty I do not know, except that I know he has come into the Board meetings and has had men turned out of their positions in midwinter, without any previous notice. I refer to the case of Prof. Deihl, who was the art teacher here at that time.

Q. By what tenure do the professors hold their offices?

A. By the will of the Board of Curators.

Q. State whether, taking all the facts in your knowledge into consideration, what you have heard from students, and what you have heard from other people, and what you have seen and observed, is it your judgment that the continuance of Dr. Laws in his present position as President of this institution would be conducive to the best interests of the institution?

A. I think it would be a great mistake to continue Dr. Laws in the Chair of President of this institution, in view of the circumstances surrounding the case."

READING CIRCLES.

THESE Reading Circles are a growing power for good—for unity, harmony and intelligence, in all the States.

The Reading Circle of California is in a prosperous condition, and promises great good. The Board of Counsellors for 1889 consists of: Hon. Ira G. Hoitt, ex officio State Supt. of Public Instruction, Chas. E. Hutton, Principal of High School Santa Rosa, F. H. Clark, Principal of High School, Los Angeles, Mrs. K. B. Fisher, 2d Vice-Principal of High School, Oakland, Miss Mary J. Watson, Principal of Grammar School, Sacramento, M. Babcock, Deputy Supt. of Schools, San Francisco, D. C. Clark, Principal of High School, Santa Cruz.

Officers of the Board: D. C. Clark, President, M. Babcock, Vice-President, Miss Lillian A. Howard, Secretary and Treasurer. All communications may be addressed to the Secretary and Treasurer, Santa Cruz, Cal.

THE ignorant have no sight—no knowledge—no discernment—no growth—no will—no faith.

Can it be that there are those who would perpetuate this condition of things among over *six millions* of people, by opposing Federal Aid for Education.

Can anything be more hideous?

Not your praise of me, but your entrance into my thought and my work, is my delight and strength.

EDUCATION, intelligence and industry, always and everywhere, put the people in the way of growing prosperity and of accumulating wealth; while ignorance all the time tends to the multiplying of misery. Our teachers help the former and prevent the latter.

DR. LAWS told the Legislature that "his friends were undemonstrative"—and we confess they seem to be. It is a case of a fatal minority of one against two millions.

The June number of the *Century* magazine will contain an appreciative paper by Margaret J. Preston, the Southern poetess, on "General Lee After the War." She says, "Nothing could exceed the veneration and love, the trust and absolute loyalty, which people and soldiery alike had manifested toward him throughout the struggle. But it was after the war had closed that the affection of the people seemed more than ever a consecrated one." The writer lived near General Lee from 1865 until his death in 1870, and she relates many interesting and heretofore unpublished anecdotes of his life during that period.

In order that the State University of Missouri may live, it is necessary to unload the tyrant and the bully and the coward Laws. Let it be done and be done summarily and completely.



**MANLY
PURITY
AND BEAUTY**

CUTICURA REMEDIES CURE
SKIN AND BLOOD DISEASES
FROM PIMPLES TO SCROFULA

NO PEN CAN DO JUSTICE TO THE ESTEEM IN which the CUTICURA REMEDIES are held by the thousands upon thousands whose lives have been made happy by the cure of agonizing, humiliating itching, scaly and pimply diseases of the skin, scalp and blood, with loss of hair.

CUTICURA, the great Skin Cure, and CUTICURA SOAP, an exquisite Skin Beautifier, prepared from it, externally, and CUTICURA RESOLVENT, the new Blood Purifier, internally, are a positive cure for every form of skin and blood disease, from pimples to scrofula.

Sold everywhere. Price, CUTICURA, 50c.; SOAP, 25c.; RESOLVENT \$1; Prepared by the POTTER DRUG AND CHEMICAL CO., BOSTON, MASS.

Send for "How to Cure Skin Diseases."

Pimples, blackheads, chapped and oily skin prevented by CUTICURA SOAP.

Rheumatism, Kidney Pains and Weakness speedily cured by CUTICURA ANTI-PAIN PLASTER, the only pain-killing

LADIES

Who Value a Refined Complexion

MUST USE

POZZONI'S

MEDICATED

COMPLEXION

POWDER.

It imparts a brilliant transparency to the skin. Removes all pimples, freckles and discolorations, and makes the skin delicately soft and beautiful. It contains no lime, white lead or arsenic. In three shades: pink or flesh, white and brunette.

FOR SALE BY

All Druggists and Fancy Goods Dealers Everywhere.
BEWARE OF IMITATIONS.

TEXAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex... } Editors.
J. B. MERWIN..... }

CAN you picture to yourself a person voluntarily blind?

Ignorance is voluntary blindness.

THE work of the teacher is to build up—to re-create. This work our teachers do constantly.

OUR schools are the right hand of progress in this State.

INTELLIGENCE is the bread which God divides and multiplies. The more you give, the more you have.

IN 1836 a Democratic Congress said of the surplus: "Let us give it to the States, to spend on education, internal improvements, and relief from direct taxation." In that majority were Democrats like General Jackson and John C. Calhoun, and Whigs like Daniel Webster and Henry Clay; and a law adopted in 1836 distributed millions of dollars among the States in proportion to their population."

We are abundantly able to distribute the \$77,000,000 now for education

Will our teachers, school officers, taxpayers and others unite with us now and sign, circulate and send in to us the Petition printed on another page of this JOURNAL.

We hope so. The children need longer school terms in all the States, and our teachers certainly ought to have more adequate compensation in all the States.

THE precedents are all in favor of Federal Aid to Education. Forty four United States Senators, from all parts of the country, voted for the measure. President Harrison, while a member of the Senate, spoke for and voted for this beneficent measure. Let us take hold now and send in Petitions for the passage of this bill.

ALL the energies with which nations have labored and signalized themselves, once existed as germs in the hand of the teacher.

OUR teachers indoctrinate by their work the whole people with new and grand ideas of both nature and life, and so strengthen the good in all communities.

UNIVERSAL intelligence, such as our system of Public Schools give, will alone equalize all the conditions of society. Those that labor must have like compensation to secure like blessings of our advancing civilization. Only by common intelligence can common blessings and luxuries be enjoyed. Wealth will thus be universally dif-

fused, and the conditions of safety to all be insured.

LET it be distinctly understood that we are not in favor of any "National," Educational System. There is nothing in the Blair Bill looking in that direction to any person of common sense who reads it carefully. We believe in every State preserving its identity.

Read the bill as it passed (printed in another column) for yourself, with your own eyes and your own plain interpretation of its provisions, and you will find it not only a beneficent but a necessary measure.



HON. A. H. GARLAND.

EX-ATTORNEY GENERAL U. S. A.

"You know the law—
Your exposition hath been most sound."
—SHAK.

ATTORNEY-GENERAL A. H. GARLAND, while a member of the United States Senate, made one of the clearest, ablest and most convincing speeches in favor of the Blair Bill appropriating \$77,000,000 of money for education, to which the Senate listened during all the long discussion—a speech on the *Constitutionality of the Bill*—which Senator Voorhees characterized as one of "such conspicuous ability" "as to close forever the constitutional question" in regard to this beneficent measure.

On the question

"WHY SHOULD THE BILL PASS" for National Aid for Common Schools, Senator Garland said:

"For one I did not require any amendment to the old Constitution. I did not require the thirteenth, the fourteenth, or the fifteenth amendment, or all of them together, to enable me to find the power of Congress to do this.

The decision of the Supreme Court comes in very well to show an additional reason why Congress should do this thing; that on account of this very large citizenship being added to the country, it is compelled in justice and in good conscience to help miti-

gate the evils imposed by that sudden addition to the mass of citizenship.

To that extent it is a very strong and powerful argument.

But that we had the power before the recent amendment I am perfectly satisfied.

This matter came once so clearly before the *Supreme Court* long before the recent amendments were ever adopted, or before they were ever dreamed of, when the complexion of the Court was essentially different from what it is now, and from what it has been for the past twenty years, that I deem it not inappropriate to cite the language of the unanimous Court, speaking through Judge Campbell, in 18 Howard's Reports, page 177:

"There is obviously a definite purpose declared, to consecrate the same central section of every township of every State which might be added to the Federal system, to the 'promotion of good government and the happiness of mankind' by the spread of 'religion, morality and knowledge.'

If you could grant land worth a dollar and a quarter an acre, you could grant the dollar and a quarter in money.

So that no fine-spun theory can bring an argument to show a distinction in the power to make the grant as money and land."

ONE important fact should be continually borne in mind in considering the subject of Federal Aid to Education.

The people of the United States are the same persons as the people of the States.

They are not two classes. They are one. They are interested in saving wherever they can, whether it be in national, in state, or in local finances.

The distribution of \$77,000,000 of the surplus, now in the Treasury, would help and relieve both. We need longer school terms in all the States, and our teachers need more liberal compensation in all the States.

THE REASON WHY.

"Our duty this way lies;
For God's sake, come."
—SHAK.

THE fact is the governing power—the people—must know how to govern or it cannot govern. Can a man do that which he knows not how to do? The people have distributed the functions of government between the national and the sectional or State authorities, and have retained in themselves the initial exercise of all power through the ballot. The ballot is the republican form of government both in the nation and in the State.

Intelligence is necessary in the individual, who is the sovereign, in the one as well as in the other.

The right and duty of the national Government to preserve itself and of

the individual to preserve it and to exert his sovereignty through its forms perpetually, are absolute. So that you see our form of government requires a higher degree of intelligence on the part of the individual than any other, for the sovereign is the whole body of the people.

How then, can the form of government exist, unless from generation to generation, in perpetual succession the citizen sovereigns are educated?

This is why we need the Blair Bill passed, and we need it now. Let all our teachers sign and circulate Petitions for its passage.

We print a Petition and the Bill on another page.

IGNORANCE is the soul blinded—aspiration crushed—the human transformed into the animal.

THE strong men and women who honor the nation, were once children, pupils, you remember; but by culture they are, or have become the teacher's ideal of manhood and womanhood realized.

A FEW EXTRACTS.

"So smooth he daubed his vice
With show of virtue."
—SHAK.

DR. LAWS, as we have before suggested, proves to be a very expensive luxury to the tax payers of Missouri; but there is now something to "show" for it. We have before us the official testimony given in the "Proceedings of the Joint Investigating Committee" of Laws and his conduct at the State University in Columbia, Mo.

It is a document of 543 pages—and more too—a somewhat formidable "show," this, of Laws and his methods. If any one has ever had any doubts as to the position we have taken and held as to Laws' utter unfitness for the position he has held, we imagine this "sworn testimony" of 543 pages will dispel these doubts. Laws, of course, calls this sworn testimony "rubbish"—but if it is nothing but "rubbish," why does he resign under fire? Only a sneak and a coward—only a knave and a fool, will retire and "resign" before "rubbish."

Let us see the sworn testimony, however, and let it be carefully and considerately read. Take page 323 as a specimen of what Laws calls "rubbish."

"Tuesday Night's Session, Feb. 5, 1889.

Mr. R. L. Todd, being duly sworn, deposes as follows:

Q. What is your full name, Mr. Todd?

A. Robert L. Todd.

Q. How old are you?

A. I am in my 66th year.

Q. How long have you lived in Columbia?

A. Well, practically all my life. I was born in the country, but came to town before I was old enough to know anything.

Q. In what kind of business are you engaged at present?

A. I am cashier in the Exchange National Bank at the present time.

Q. How long have you been holding that position?

A. I have held that position now for nearly 20 years.

Q. Have you any official connection with the University at present?

A. No, sir.

Q. What position did you formerly hold in connection with the University?

A. I was a curator for about 15 years, and secretary of the Board of Curators for about twenty-five years.

Q. How long since you were last a curator?

A. I think I have not been a curator since 1875, but I would not give that as a positive answer. I may be mistaken a little.

Q. About when was your last service as secretary of the Board of Curators?

A. I believe in 1885, about July 1, 1885.

Q. You have been a close observer, have you not, of the affairs connected with the University, being a citizen of the town and for so many years officially connected with it, and even since you have severed your connection with it?

A. I have always had the interests of the University at heart, both during my connection with it officially and since that time, and have had a general knowledge of the workings of the institution. I have children of my own, all of whom, but one, have more or less been educated at the University. And I have always been greatly interested in promoting the welfare of the University.

I am the oldest living graduate of the University, and I know the indignation that was felt by that Alumni Association when we found that Dr. Laws had changed the name of the University from the University of the State of Missouri to the Missouri Agricultural College and University. We had our meeting of the Alumni—it was the largest we have ever had—and there was a very decided feeling of indignation expressed at his attempt to change the name of their Alma Mater.

Q. In what year did you graduate?

A. In 1843. Two of us graduated that year. My cousin Albert Todd, and myself. We were the first graduating class.

Q. What other reasons have conduced to the spread of the feeling of dissatisfaction on the part of the Alumni?

A. I think it is his overbearing, domineering, disagreeable manner.

Page 323:

Q. You and Dr. Laws belong to the same church, do you not?

A. Yes, sir. Both of us are Presbyterians. I have known him for 35 years; he has been my friend and guest many times.

Q. Are you and Dr. Laws on friendly terms now?

A. I have not had anything to do with him for about three years, since my retirement from the Board. I have not met him, nor had occasion to meet him, nor wanted to meet him."

This is an illustration of the truth of the statement of Hon. Champ Clark in his speech on the floor of the House, "that the better the people and the students got to know Dr. Laws, the more they hated him."

Here is a gentleman 66 years old, who has always lived in Columbia; has held the responsible and trusted position of bank cashier twenty years; was a curator fifteen years; secretary of the Board of Curators twenty-five years; "always has been greatly interested in promoting the welfare of the University;" is a Presbyterian, who "believes in the persever-

ance of the saints!" and yet who has not spoken to or "wanted to meet the President for three years; who swears under oath that "it would be a great mistake to continue Dr. Laws in the chair of President of the Institution."

"Rubbish"—forsooth!

It is S. S. Laws who has dethroned and overturned S. S. Laws; but S. S. Laws has earned and deserved it all.

A FRAUD.

"I am disgraced—impeached, And baffled here."

—SHAK.

LAWs, it seems, not only impresses the Investigating Committee that his management is a fraud, but the graduates of the University volunteer testimony to this fact.

On page 535 of the Investigating Committee's Report, a letter from J. W. Fraley to Hon. J. B. Underwood, Jefferson City, Mo., reads as follows:

"As a graduate of the University I feel a great interest in that institution. * * * I heartily concur in the report made by the University Investigating Committee, and know from personal experience that the body of the charges set forth in that report are substantially correct. I think I voice the sentiments of *ninety* of the students, and of all the unprejudiced citizens, when I say that the present management is a fraud on the State, a humbug on the students, and a disgrace to American institutions. Dr. Laws is a tyrant of which a Russian monarch is only a type, and he has used his influence to retain professors in charge of departments that were known to be detrimental to the University at large.

He has suppressed that most sacred of all rights, the right of petition for the redress of grievances, and the free-born Missouri student must submit to the throttling grasp of the Doctor or pack his baggage and quench his thirst for knowledge in another institution, which is abundantly being done."

Laws and his friends, will, we think, thank us for these mild, but truthful extracts from the sworn testimony given before the Investigating Committee, by bankers, lawyers, professors, students, citizens, and others.

We have not given the worst testimony against Laws and his management, only a few extracts from the 543 pages; but if these extracts do not establish the truth of what we stated in this JOURNAL in 1882, to the satisfaction of all parties, we think we can easily find in the 543 pages of testimony further facts sworn to which will do this.

We said in 1882, in the columns of this JOURNAL, and we have maintained the position ever since,

"That it was a dark day in the calendar of the State University of Missouri when this moral bankrupt bought his continued services as its President."

We also stated in the same issue in 1882,

"That the Board of Curators, in continuing Dr. Laws as President

of the State University, entailed a lasting disgrace upon themselves and upon the State of Missouri."

We say that the extracts, printed in this issue, from the sworn testimony before the University Investigating Committee, establishes the truth of both the above statements.

We did our duty then—we do it now.

THERE is a hitch, at least if not a break, among the Presbyterian brethren up at Columbia, Mo., in regard to the dear old doctrine of the "perseverance of the saints"—at least so far as regards one or two of 'em.

NEBRASKA.

"You had but for this Left unseen a wonderful piece of work."

—SHAK.

WE are very glad to see a strong forward movement on the part of the teachers, pupils and school officers, not only in Nebraska, but in other States as well, to bring to the notice of tax-payers and others samples and specimens of the work done in the schools.

Are not the premiums for the children's work worth as much as for the pigs and pumpkins?

Why not?

Is not the work done by and for the children as worthy of recognition and premiums as the work done by the farmers in raising poultry, pigs and pumpkins? Nay, more, are not poultry, pigs and pumpkins, land, cattle, all, for the children, ultimately in better men and women, and creating for the State and the nation a noble citizenship?

The real wealth of Nebraska, like that of other States, is in just this nobler citizenship, rather than in the other things mentioned; so we rejoice in the fact that Thursday of Fair week at the

YORK COUNTY FAIR

in Nebraska, is to be the children's day, and that it is to be under

CLASS K.—EDUCATIONAL.

E. S. Franklin and F. McClelland, Supts. All work in this department to be prepared since Sept. 10, 1888.

Mr. E. S. Franklin, County Supt., will furnish the particulars.

It is so arranged too as to promote care and progress in the study of practical things. A premium is offered, among other things, for—

The best map of Nebraska (framed) by pupil 15 years and over.

Best map of Nebraska (framed) by pupil under 15.

Best map of United States (framed) by pupil 15 years and over.

Best map of United States (framed) by pupil under 15.

Best map of United States showing location of productions.

Best collection Addressed Envelopes.

Best Drawing from Physiology Work.

Best map of the United States showing acquisition of Territory.

Best Letter in Addressed Envelope, by pupil 13 years and older.

Best Letter in Addressed Envelope by pupil under 13.

Why not do something of this kind at every County and State Fair held in the United States? and thus show the people the progress, value and importance of the work our schools are doing? We hope this excellent example will be followed.

KENTUCKY.

"Be strong and prosperous in these resolves."

—SHAK.

AN exceedingly interesting and practical program has been arranged for the Annual State Teachers' Association of Kentucky. The meeting is to be held at Winchester, Ky., June 26th, 27th and 28th.

Federal Aid to Public Schools will be ably discussed by Hon. A. S. Berry and Hon. W. S. Beckner.

A Southern Association will be advocated by R. N. Roark, of the Glasgow Normal School.

Normal Schools by Hiram Roberts.

What shall be the Relations Between the S. T. A., and the National Association, A. H. Beall's.

Civics, T. M. Goodknight.

Manual Training and Industrial Education, F. L. Kern.

What, if Any, Constitutional Amendments do we Need When the State Shall Enter Upon the Business of Repairing the Present One? McHenry Rhodes.

Importance of County Library and Museum, W. H. Grove.

What Changes, if Any, Have we to Recommend to the Next Legislature in Regard to Our School Laws? H. T. Bradford.

The Best Means to Secure Local Taxation to Supplement the State Fund, J. H. Morton.

Recent Educational Literature, R. H. Carothers.

How to Secure Public Sentiment in Favor of Better Schools, Judge W. M. Beckner.

The Province of the Public School, J. T. Gaines, Miss Emma T. Gasner, Miss Edith Ingalls.

Other important topics will come up and the session will be one of the best ever held.

Kentucky would receive an addition to her school fund of about four and a half millions of dollars by the passage of the Blair Bill.

This money is all needed to properly compensate the teachers of the State and to lengthen the school terms. If we do not secure it for education, the politicians will be apt to waste it for partisan purposes. We hope every teacher and school officer in the State will read the bill and sign the Petition printed on another page of this JOURNAL.

WHAT a mighty hold these teachers have of the present, and by virtue of their work, of the future too.

ILLINOIS

EDITION

American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... }
J. B. MERWIN } Editors.

KEEP it before the people and the tax-payers that Illinois will receive an *addition* to her school fund by the passage of the Blair Bill of about *two millions* of dollars.

Just now it seems to us the *four hundred thousand* teachers in the United States ought to be aflame with new interest and enthusiasm to secure this \$77,000 for education.

All their energy of character—all their personal influence—now that *Forty-four* United States Senators have voted in favor of giving this vast sum in recognition of their work, ought to be aroused and quickened into *united action* to secure the amount.

It is in times like these that great men and great women should unite to make the nation greater.

It is the mutual action of mind identical in purpose which inspires and uplifts the people.

What great movement was ever fraught with greater blessing than this to educate the six millions of illiterates. We hope every teacher, taxpayer and school officer in this State will sign and forward to us the Petition printed on another page of this issue. Read the bill for yourself.

WE should like to mention, if we issued a mammoth *daily* paper three hundred and sixty-five days in a year—the names and places where the friends of education in the West and South have taken right hold and set to work unitedly to enlarge and perfect their school system. No less number of issues than those above specified would enable us to do justice to our friends who are sending in invitations and reports of commencement exercises—and if they are not published, you can see the reason why. We are glad to get these interesting items of information, however, as it shows a steady, solid growth in the right direction. It means a more prosperous, intelligent, law-abiding citizenship. It means a more adequate compensation for competent teachers too, all along the line.

WE think if our teachers should talk over the matter fully and freely, they could easily show the people that the efficiency of the common school depends upon the knowledge, skill, and spirit of the teacher, and that our greatest educational need is an adequate supply of well qualified teachers. That the shortest and cheapest way to supply this need is to make the compensation sufficiently ample,

and the tenure of position sufficiently secure, to induce capable young men and young women to choose teaching as a permanent vocation, and to make adequate preparation for its successful practice.

CAN there be any further excuse for the delay in the passage of the Blair Bill, when *forty-four* United States Senators, after listening to all the debates for Federal Aid to Education, voted for the measure, and incorporated it in the bill appropriating \$77,000,000?

We think not. Let our friends circulate and sign the petition we print in another column, and send it in to us without delay; we want to be ready with these petitions when Congress meets, to press this great measure for immediate passage.

THE editors of the county papers in these several states begin to realize the fact that the teachers aid local papers more than all other influences put together? They create constantly an intelligent constituency who demand and are able to pay for newspapers. Ignorant people do not want a newspaper: they have no vision and no interest outside of and beyond their own personal surroundings. Intelligent people must know what is going on in the world.

ROWS AND PISTOLS.

STARTING on page 335, the County Treasurer tells about Laws' rows and pistols.

J. G. Gillaspay, being duly sworn, deposes as follows:

Q. What is your full name, Mr. Gillaspay?

A. J. S. Gillaspay.

Q. Where do you live?

A. I live in Columbia.

Q. How long have you lived in Columbia?

A. I have lived here in Columbia and vicinity for about 25 years. I am 47 years old.

Q. Do you know whether there is any well founded prejudice against Dr. Laws?

A. I do not know about it; being well founded. But the prejudice is against Dr. Laws, and not the University.

Q. I do not think there is any particular objection that I hear of against anybody else, except Dr. Laws.

Q. How long has it been that you have heard of any trouble or complaint against him?

A. I have heard of some trouble or complaint against him for some years.

Q. What is your business?

A. County treasurer, farmer and trader, etc.

Q. Were you elected or appointed treasurer?

A. I was elected treasurer. This is my second term.

Q. Have you any personal knowledge as to Dr. Laws' manner toward the members of the faculty, or toward the curators, or toward the citizens of this town? Do you know anything of his rudeness or insulting manner toward the citizens, or the curators, or the faculty?

A. * * * I have been on the board of trustees of the town when

there was considerable quarrelling going on between Mr. Samuels and Dr. Laws, and of course I heard a great deal about it on the board, and I read something about it in the papers. Sometimes the matter came up before the board of trustees. They seemed never to agree hardly about anything.

Q. Is Samuels a bitter enemy of Dr. Laws?

A. He seemed to be, and Dr. Laws seemed to be a bitter enemy to him.

Q. Have you ever had any intercourse with Dr. Laws?

A. Yes, sir; but I have never been intimate with him. I have been introduced to him several times and he seemed not to remember me.

Q. Do you believe or do you not believe that the opposition to Dr. Laws has been owing to the fact that he practically runs things in the faculty meetings to suit himself? That he appoints and dismisses as he pleases?

A. I have heard such things charged against him; that he runs matters pretty much to suit himself.

Q. Is it or is it not the general understanding that he bullies the faculty, the students, the Board of Curators, and everybody else?

A. * * * I think it is considered that he is very determined in his ways and has things as much as possible his own way. I think sometimes he is disposed to kick up a row if his will is opposed.

Q. Do you know anything about the fact of the charge that several years ago Dr. Laws got a pistol and went down town and hunted for the students?

A. Yes, sir; I have heard that, at least one hundred times. I believe it was so; Mr. Samuels said it was so. I think he said he saw the pistol fall out of his pockets.

ANOTHER EYE-OPENER.

"J. R. CLARKSON being duly sworn deposes as follows:

Q. What is your full name, Mr. Clarkson?

A. John S. Clarkson?

Q. How old are you?

A. I am 59 years old, sir.

Q. 59?

A. Yes, sir.

Q. How long have you lived in Columbia?

A. I have been here since 1841, but I have not lived here all that time. I lived in St. Louis a few years in the meantime.

Q. Were you born in this State?

A. I was born in Virginia.

Q. Are you an Alumnus of this institution?

A. Yes, sir; I graduated in 1846.

Q. You have had an interest in the workings of the University ever since you entered school here?

A. Yes, sir.

Q. Did you ever hold any official connection with the University?

A. I was a Curator.

Q. When?

A. I do not remember the exact year I was made Curator. I believe it was in 1875. I was Curator when Dr. Laws was made President and voted for him. I do not belong to any church. I attend the Episcopal church. I am a Democrat.

Q. When you differed with him on subjects touching the management of the University, did he get mad?

A. Dr. Laws is a very strong man, and is very urgent in pressing his convictions. He is not as pleasant as some others I could name.

Q. Were you present at a meeting of the Board when Mr. Stephens shook his fist in Dr. Laws' face and told him that he tried to rule everything but that he could not rule him?

A. I do not remember it. I know

that sometimes there was pretty hard words between them.

Q. Have you thought about the subject enough to have an opinion as to whether or not it is advisable to cut off the preparatory course from the University and put the University really on the basis of a University?

A. I think it is doubtful whether this can be done with profit to the University. One thing that would be an objection to cutting it off would be the fact that the appropriations we get from the Legislature are largely based on the numbers we represent. I have noticed that when the numbers are large the appropriations are large, and when the numbers are small the appropriation is proportionally small. And to cut off the preparatory course would cut off several hundred of the students!

CALIFORNIA.

HERE is a very significant paragraph, to which we invite the attention of our teachers as to the attendance of the Institute in this State.

"The twenty-sixth annual session of the Teachers' Institute of

SONOMA COUNTY,

was held in Santa Rosa, and the roll call showed that 182 of the 186 teachers of Sonoma County were present, the four cases of absence being caused by serious illness."

Teachers were urged to make their work practical; to "study the order of the natural development of the child's mind, and make him the center around which must be drawn ever widening circles of progress—not a kind of reservoir into which must be poured pell mell all the accumulated learning of the ages."

Prof. McGrew discussed "Sense Culture and

MANUAL TRAINING,"

and Mrs. R. R. Johnston, of Oakland, gave an address upon "Scientific Temperance Instruction in the Public Schools." Miss Mary Stone read a paper on "Industrial Drawing," and Miss Amanda Hinshaw one on "Kindergarten Materials and Methods." Dr. C. C. Stratton gave a lecture Wednesday evening on "The Responsibilities of Educated Mind."

State Supt. Hoitt and Deputy State Supt. Mrs. Julia B. Hoitt were present. Mrs. Hoitt gave an interesting and valuable discourse to the Geography section. At the meeting in the afternoon Supt. Hoitt addressed the teachers upon educational matters in general. Prof. McGrew, C. W. Grove and G. W. F. Forsythe followed with addresses and papers. Supt. Hoitt gave a valuable address in which he gave sound advice to teachers.

WHY not teach the children, and practice the teaching given, to write your name very plain, give the postoffice address, the County and State all very plain.

A superintendent of schools sent us a list of subscribers last January; the full list has been sent regularly each issue, and now comes a letter, which,

If we could read, we expect would give us a regular "blowing up" because himself and his friends have not been getting this JOURNAL.

It rather pleases us to see he is so mad, because they have missed the JOURNAL.

He pays it a high compliment; the madder he gets, the higher the compliment. We do not see how any of the four hundred thousand teachers in the United States get along without reading this JOURNAL.

They miss it in more than one way if they do not get it and read it. But it is about as sure to go to those who order it and pay for it, if the name and postoffice address is plainly given—it is about as sure to go to such persons as that light will come when the sun rises. But if the names and postoffice address are not written plainly, we do not blame Uncle Sam if he does not find such persons. We pity them though.

Do you know that on the first day of May, 1889, there were *six hundred and nineteen, nine hundred and ninety thousand, nine hundred and fifteen dollars* cash in the United States Treasury lying idle? Such is the fact.

Is it not time we put \$77,000,000 of it in use to educate the *more than six millions* of illiterates?

The Southern States, with their other burdens, are unable to cope with this question. They pay their proportion of the *Eighty Millions* for pensions, and it seems to us to be poetical and exact justice for the Nation to help them educate their illiterates. Please sign and send to us the Petition for Federal Aid printed on another page.

We regret to learn that Hon. Fred. M. Campbell, widely known for his ability as an educator and his superior value as an executive and administrative officer, qualities universally recognized in his successful career as Superintendent at Oakland—while absent in Washington in the discharge of his duty as President of the Superintendents' Section of the N. E. A., influences were brought to bear upon the newly elected members of the Board of Education which resulted in his defeat for the office of Superintendent by a vote of six to five. While his valuable services in the interest of education are thus lost to the people of Oakland by this treachery, which has become the shame of the "political bosses," in the management of our schools, he will carry with him to the new field in which, we trust he will soon be found, the best wishes of a *host of friends*, not only in Oakland or in California, but scattered throughout the entire length and breadth of the land.

OUR teachers everywhere spread rays of light and intelligence which run parallel to the eternal laws of duty.

WILLARD'S HOTEL.

"To study well where I may dine."
—SHAK.

WILLARD'S Hotel, in Washington, D. C., has come to be one of the landmarks of travel as well as of history.

Our acquaintance with this famous resort dates from the visit of the Japanese Embassy to this country during the administration of President James Buchanan.

The Government, at that time, rented and fitted up for the use of this Embassy, a large part of the whole establishment in a style of magnificence which astonished and captivated even the Orientals.

We were visiting Washington at that time with a party of Editors, more or less distinguished as the guests of the Baltimore and Ohio R. R.

In all the long list of statesmen, jurists, generals and divines, who have made brilliant the history of our country, there are but few names that may not be found on the records of this house. From the beginning to the present day it has been the favorite resting place of the most distinguished men and women of America.

To-day, the house is better fitted than ever to maintain the ascendancy it has always held among Washington hotels.

Mr. O. G. Staples has spared no expense in the furnishing, plumbing and system of ventilation, so that not only in its *cuisine*, but from a sanitary point of view, the hotel is as near perfection as the experience of mankind, the teachings of science, or the expenditure of money can make it.

Within a stone's throw of Willard's are the old Executive Mansion (which ought to be at once replaced with a building adequate and adapted to the present needs of the Government), the Treasury, War, Navy and State Departments, the Department of Justice, the Corcoran Art Gallery, the principal Theatres, Churches, Lafayette Square, with its lovely Park, and Mills' celebrated equestrian statue of General Jackson, while from its windows the Washington Monument towers loftily in chaste eloquence, and straight down the broad and beautiful Pennsylvania Avenue, a mile distant, looms up the Capitol building itself, like an artist's dream of airy architecture. Tourists, teachers and others, going or returning from the sea shore or mountains in the summer, will find it a pleasant as well as profitable break in the journey, to stop off for a few days in Washington. The arrangement of trains on the Pennsylvania and Baltimore and Ohio Railroad Systems for reaching or departing from Washington are all that could be desired.

One will meet at Willard's Hotel to-day in a short space of time, more celebrated characters than at any other point on this continent, for it is the

chosen rendezvous, the favorite abiding place, of the most distinguished statesmen, as well as of the most famous men and women of America.

SUMMER MANUAL TRAINING SCHOOL.

PROF. C. M. WOODWARD, the organizer of Manual Training and the Director of the St. Louis Manual Training School, expects to hold a Summer School in Toledo, Ohio, in the rooms of the Toledo Manual Training School, during July and August.

Instruction will be given in the Theory and Use of Wood-working Tools (including Joinery, Wood-carving and Turning).

At the same time drawing will be taught substantially as in the St. Louis School. Abundant opportunity will be afforded for practice.

Prof. Woodward will select his teachers from the Toledo and St. Louis Schools. He himself will give a course of lectures upon the Methods and Aims of a Manual Training School. The school is intended for Teachers. For full particulars, send for circulars to Prof. C. M. Woodward, St. Louis, Mo.

Willard's Hotel, WASHINGTON, D. C.

This old-established and chosen rendezvous and favorite abiding place of the most famous men and women of America, has, under the present management, been thoroughly renovated at an expense of over \$100,000, and is now pronounced as the model Hotel in regard to luxurious apartments, cuisine, service, and system for heating and ventilating.

The "WILLARD" is located within a stone's throw of the Executive Mansion, Treasury, War, Navy and State Departments, the Department of Justice, Corcoran Art Gallery, and other numerous points of interest, and can justly be called the most convenient Hotel for Tourists and other travelers in Washington City.

O. G. STAPLES, Proprietor,
Formerly of The Thousand Island House.
6 22-4t

Manual Training School,

WASHINGTON UNIVERSITY, ST. LOUIS.

The TENTH YEAR of this highly successful School for Boys will open
Next September,

At which time a NEW CLASS OF ONE HUNDRED BOYS will be admitted. VACANCIES IN THE UPPER CLASSES will also be filled.

Requisites for Admission to the First Year Class:

Candidates must be at least 14 years old; they must be thorough in Arithmetic through Percentage and Interest; they must be clear and accurate in oral analysis of arithmetical examples; they must be familiar with Political Geography and able to draw reasonably accurate maps from memory; they must spell well, write well, and compose well.

Boys who can present certificates of admission to the St. Louis High School or to schools of equal grade, will be accepted without further examination.

Pupils of lower grades are not advised to try the Examination unless they are at least 16 years old. It is not an advantage to secure admission if poorly prepared; failure and disappointment are sure to follow.

CANDIDATES may send in their names at any time.

THE FIRST EXAMINATION WILL BE HELD ON
Monday, June 10th, from 9 till 3 o'clock.
A SECOND EXAMINATION WILL BE HELD
Friday, September 13th.

The preference will be given, *first*, to those bearing Certificates of Qualification; *second*, to those earliest enrolled as Candidates. Boys at a distance may be examined under the supervision of a local teacher. All applicants should present certificates of good character.

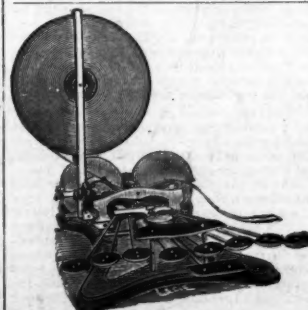
Parents not familiar with our aims and methods may be interested to know:

1. The School does not teach trades, though it teaches the use of a great many tools.
2. It is not the aim of the School to make mechanics.
3. Equal attention is paid to Literature, Mathematics, Science, Tool-work and Drawing.
4. There is no opportunity to earn money at the School.
5. The Course of Study must be taken in regular order.
6. Each day's program has two hours for shop-work and four for recitations and drawing.
7. Boys with bad habits are not wanted and will not be retained.
8. The full course of training in the School covers three years.
9. Graduates are prepared to enter a high-grade Technical School, to go into business, or to enter upon any occupation requiring a well-disciplined mind and hand.
10. The Diploma of the School entitles the holder to admission to the Freshman Polytechnic Class in the University without examination.

A Catalogue, giving the Course of Study and Practice, the Theory and Method of the School, with Items of Fees, Expense, &c., together with sets of old Examination Questions, will be sent on application.

C. M. WOODWARD, Director.

WASHINGTON UNIVERSITY, St. Louis, May 1, 1889.



THE STENOGRAPH.

The Wonderful Shorthand Machine.

Mechanically exact; easily used; learned in one third the time other systems require; speed as great as any other, now in use for all kinds of shorthand work. It can be learned from the Manual without any previous knowledge of shorthand. In the hands of an intelligent operator it never fails to properly do any kind of shorthand work.

Send stamp for circular, or 25 cents for Manual.

Price Reduced to \$25.

Weight, 3½ lbs.

U. S. STENOGRAPH CO.,

402 N. 3d Street, St. Louis, Mo.

PETITION FOR NATIONAL AID FOR EDUCATION.

"We beg a great matter."—SHAK.

TO THE SENATE AND HOUSE OF REPRESENTATIVES OF THE UNITED STATES OF AMERICA:

THE undersigned Citizens of.....

believe that the prosperity, happiness and perpetuity of the Republic and of free institutions, both State and National, depend upon the intelligence and virtue of the people; that ignorance among the masses of the people now exists to such a degree as to threaten the destruction of these institutions unless its progress can be arrested by the general establishment and liberal support of a system of Public Schools, which shall make the privileges of Education in the common branches of knowledge free to all the children of the whole country, without reference to race, color or previous condition in life; that such a system of schools should be in part temporarily aided at least, by contributions from the surplus now on hand in the Treasury of the United States.

We believe this aid is necessary—we believe it is just—and we believe, with the FORTY-FOUR SENATORS, the former CHIEF JUSTICE of the Supreme Court, and the ATTORNEY GENERAL OF THE UNITED STATES, that such aid is CONSTITUTIONAL, and is embraced in the following Preamble—

"We, the people of the United States, in order to form a more perfect Union, establish Justice, insure Tranquility, provide for the Common Defence, promote the General Welfare, and secure the blessings of LIBERTY to ourselves and our POSTERITY, do ordain and establish this CONSTITUTION for the United States of America."

We, therefore, earnestly pray for the enactment of a law embracing in substance the provisions of the bill passed thrice by the Senate of the United States, and endorsed by Forty-four Senators, known as the "Blair Bill," making appropriations to be expended upon the basis of illiteracy in the several States and Territories of the whole country.

NAMES.

P. O. ADDRESS.

Please clip this out and paste it on to a sheet which will hold 50 names. Secure them and send them without delay to your Representative in Congress, or to

J. B. MERWIN, Managing Editor AMERICAN JOURNAL OF EDUCATION, St. Louis, Mo.

A BILL TO AID IN THE ESTABLISHMENT AND TEMPORARY SUPPORT OF COMMON SCHOOLS,

As it passed the Senate of the United States.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That for eight fiscal years next after the passage of this act there shall be annually appropriated from the money in the Treasury the following sums, to wit: The first year the sum of seven million dollars, the second year the sum of ten million dollars, the third year the sum of fifteen million dollars, the fourth year the sum of thirteen million dollars, the fifth year the sum of eleven million dollars, the sixth year the sum of nine million dollars, the seventh year the sum of seven million dollars, the eighth year the sum of five million dollars; which several sums shall be expended to secure the benefits of common-school education to all the children of the school age mentioned hereafter living in the United States: Provided, That no money shall be paid to a State, or any officer thereof, until the legislation of the State shall, by bill or resolution, accept the provisions of this act, and such acceptance shall be filed with the Secretary of the Interior. And if any State, by its legislature, shall decline or relinquish its share or proportion under this act, or any portion thereof, the sum so relinquished shall go to increase the amount for distribution among the other States and the Territories as herein provided. And any State or Territory which shall accept the provisions of this act, at the first session of its legislature after its passage, shall, upon complying with the other provisions of this act, be entitled at once to its pro rata share of all previous annual appropriations.

Sec. 2. That such money shall annually be divided among and paid out in the several States and Territories, and in the District of Columbia, in that proportion which the whole number of persons in each, being of the age of ten years and over, cannot write, bears to the whole number of such persons in the United States; such computation shall be made according to the census of eighteen hundred and eighty until the illiteracy returns of the census of eighteen hundred and ninety shall be received, and then upon the basis of that census. And in each State and Territory, and in the District of Columbia, in which there shall be separate schools for white and colored children, the money received in such State or Territory, and in the District of Columbia, shall be apportioned and paid out for the support of such white and colored schools, respectively, in the proportion that the white and colored children between the ages of ten years and twenty-one years, both inclusive, in such State or Territory, and in the District of Columbia, bear to each other, as shown by the said census. The foregoing provision shall not affect the application of the proper proportion of said money to the support of all common schools wherein white and colored children are taught together.

Sec. 3. That the district of Alaska shall be considered a Territory within the meaning of this act; but no acceptance of the provisions of this act, report of the governor of the district, or expenditure by the district for school purposes shall be required; and the money apportioned to said district shall be expended annually, under the direction of the Secretary of the Interior, in the manner provided for the expenditure of other appropriations for educational purposes in said district; and for the purpose of ascertaining the amount to be apportioned to said district the Secretary of the Interior shall ascertain in such manner as shall be deemed by him best, the number of illiterates therein.

Sec. 4. That no State or Territory shall receive any money under this act until the governor thereof shall file with the Secretary of the Interior a statement, certified by him, showing the common-school system in force in such State or Territory; the amount of money expended therein during the last preceding school year in the sup-

port of common schools, not including expenditures for the rent, repair, or erection of school-houses; whether any discrimination is made in the raising or distributing of the common-school revenues or in the common school facilities afforded between the white and colored children therein, and, so far as is practicable, the sources from which such revenues were derived; the manner in which the same were apportioned to the use of the common schools; the number of white and colored children in each county or parish and city between the ages of ten and twenty-one years, both inclusive, as given by the census of eighteen hundred and eighty, and the number of children, white and colored, of such school age attending school; the number of schools in operation in each county or parish and city, white and colored; the school term for each class; the number of teachers employed, white and colored, male and female, and the average compensation paid such teachers; the average attendance in each class; and the length of the school term. No money shall be paid out under this act to any State or Territory that shall not have provided by law a system of free common schools for all of its children of school age, without distinction of race or color, either in the raising or distributing of school revenues or in the school facilities afforded: Provided, that separate schools for white and colored children shall not be considered a violation of this condition. The Secretary of the Interior shall certify to the Secretary of the Treasury the States and Territories which he finds to be entitled to share in the benefits of this act, and also the amount due to each.

Sec. 5. That the amount so apportioned to each State and Territory shall be drawn from the Treasury by warrant of the Secretary of the Treasury, upon the monthly estimates and requisitions of the Secretary of the Interior as the same may be needed, and shall be paid over to such officers as shall be authorized by the laws of the respective States and Territories to receive the same. And that the Secretary of the Interior is charged with the proper administration of this law, through the Commissioner of Education; and they are authorized and directed, under the approval of the President, to make all needful rules and regulations, not inconsistent with its provisions, to carry this law into effect.

Sec. 6. That the instruction in the common schools wherein these moneys shall be expended shall include the art of reading, writing, and speaking the English language, arithmetic, geography, history of the United States, and such other branches of useful knowledge as may be taught under local laws; and copies of all school books authorized by the school boards or other authorities of the respective States and Territories, and used in the schools of the same, shall be filed with the Secretary of the Interior.

Sec. 7. That the money appropriated and apportioned under the provisions of this act to the use of any Territory shall be applied to the use of common and industrial schools therein, under the direction of the legislature thereof.

Sec. 8. That the design of this act not being to establish an independent system of schools, but rather to aid for the time being in the development and maintenance of the school system established by local government, and which must eventually be wholly maintained by the States and Territories wherein they exist, it is hereby provided that no greater part of the money appropriated under this act shall be paid out to any State and Territory in any one year than the sum expended out of its own revenues or out of moneys raised under its authority in the preceding year for the maintenance of common schools, not including the sums expended in the erection of school buildings.

Sec. 9. That a part of the money apportioned

to each State or Territory, not exceeding one-tenth thereof, may in the discretion of its Legislature, yearly be applied to the education of teachers for the common schools therein, which sum may be expended in maintaining institutes or temporary training schools, or in extending opportunities for normal or other instruction to competent and suitable persons, of any color, who are without necessary means to qualify themselves for teaching, and who shall agree in writing to devote themselves exclusively, for at least one year after leaving such training schools, to teach in the common schools, for such compensation as may be paid other teachers therein.

Sec. 10. That no part of the fund allotted to any State or Territory under the first section of this act shall be used for the erection of school houses or school buildings of any description, nor for rent of the same.

Sec. 11. That the moneys distributed under the provisions of this act shall be used only for common schools, not sectarian in character, in the school districts of the several States, and only for common or industrial schools in Territories in such way as to provide, as near as may be, for the equalization of school privileges to all the children of the school age prescribed by the law of the State or Territory wherein the expenditure shall be made, thereby giving to each child, without distinction of race or color, an equal opportunity for education. The term "school-district" shall include all cities, towns, parishes, and other territorial subdivisions for school purposes, and all corporations clothed by law with the power of maintaining common schools.

Sec. 12. That no second or subsequent allotment shall be made under this act to any State or Territory unless the governor of such State or Territory shall first file with the Secretary of the Interior a statement, certified by him, giving a detailed account of the payments or disbursements made of the school fund apportioned to his State or Territory and received by the State or Territorial treasurer or officer under this act, and of the balance in the hands of such treasurer or officer withheld, unclaimed, or for any cause unpaid or unexpended, and also the amount expended in such State or Territory as required by section nine of this act, and also a statement of the number of school-districts in such State or Territory, and whether any portion of such State or Territory has not been divided into school-districts or other territorial subdivisions for school purposes, and if so what portion, and the reasons why the same has not been so subdivided; the number of children of school age in each district, and the relative number of white and colored children in each district, and of the number of public, common and industrial schools in each district; the number of teachers employed; the rate of wages paid; the total number of children in the State or Territory and the total number taught during the year and in what branches instructed; the average daily attendance and the relative number of white and colored children; and the number of months in each year schools have been maintained in each school district. And if any State or Territory shall misapply or allow to be misapplied, or in any manner appropriated or used other than for the purposes and in the manner herein required, the funds, or any part thereof, received under the provisions of this act, or shall fail to comply with the condition herein prescribed, or to report as herein provided, through its proper officers, the disposition thereof, and the other matters herein prescribed to be so reported, such State or Territory shall forfeit its right to any subsequent apportionment by virtue hereof until the full amount so misapplied lost or misappropriated, shall have been replaced by such State or Territory and applied as herein required, and until such report shall have been made: Provided, That if the pub-

lic schools in any State admit pupils not within the ages herein specified, it shall not be deemed a failure to comply with the condition herein. If it shall appear to the Secretary of the Interior that the funds received under this act for the preceding year by the State or Territory have been faithfully applied to the purposes contemplated by this act, and that the conditions thereof have been observed, then and not otherwise the Secretary of the Interior shall distribute the next year's appropriation as is hereinbefore provided. And it shall be the duty of the Secretary of the Interior to promptly investigate all complaints lodged with him of any misappropriation by or in any State or Territory of any moneys received by such State or Territory under the provisions of this act, or of any discrimination in the use of such moneys; and the said complaints, and all communications received concerning the same, and the evidence taken upon such investigations, shall be preserved by the Secretary of the Interior, and shall be open to public inspection and annually reported to Congress.

Sec. 13. That on or before the first day of September of each year the Secretary of the Interior shall report to the President of the United States whether any State or Territory has forfeited its right to receive its apportionment under this act, and how forfeited, and whether he has withheld such allotment on account of such forfeiture.

Sec. 14. That no State or Territory that does not distribute the moneys raised for common school purposes equally for the education of all the children, without distinction of race or color, shall be entitled to any of the benefits of this act.

Sec. 15. That the apportionment of the money that shall be appropriated in pursuance of this act for the purposes of education in the Territories shall be upon the basis of the illiteracy therein, as determined in section two of this act; but in determining the number of illiterates therein the Secretary of the Interior is authorized to receive and consider, in addition to the census returns of eighteen hundred and eighty, any evidence that may be submitted to him showing the number of illiterates in any such Territories, and shall determine therefrom, before the first distribution is made, the amount to which such Territory is entitled.

Sec. 16. That there shall be appropriated and set apart, in addition to the sum of seven millions of the first appropriation, the sum of two million dollars, which shall be allotted to the several States and Territories on the same basis as the moneys appropriated in the first section, which shall be known as the common-school-house fund, to be paid out to each State and Territory at the end of the year on proof of the expenditure made during such year which shall be expended for the erection and construction of school houses for the use and occupation of the pupils attending the common schools in the sparsely populated districts thereof, where the local community shall be comparatively unable to bear the burdens of taxation. Such school houses shall be built in accordance with plans to be furnished free on application to the Bureau of Education in Washington; Provided, however, that not more than one hundred and fifty dollars shall be paid from said fund toward the cost of any single school-house, nor more than one-half the cost thereof in any case; and the States and Territories shall annually make full report of all expenditures from the school-house fund to the Secretary of the Interior, as in case of other moneys received under the provisions of this act.

Sec. 17. The District of Columbia shall be entitled to all the benefits and subject to all the regulations of this act, so far as applicable under its form of government.

Sec. 18. The power to alter, amend, or repeal this act is hereby reserved.

WASHINGTON

D. C.,
EDITION
American Journal of Education

AND NATIONAL EDUCATOR.

\$1.00 per year in advance.

JERIAH BONHAM, Washington, D.C. { Editors
J. B. MERWIN St. Louis. }

We ought to maintain internal taxation on all kinds of intoxicating liquors at least and not deprive the country of this revenue.

We ought to continue the reduction of the debt, paying a certain amount every year and permitting no break in the process.

We ought to apply to the public use, through the State organizations, at least \$77,000,000 of the surplus money, until schools are established competent to educate all the people in the wise and patriotic discharge of their duties of American citizenship.

TAKING the experience of the past, it appears that the money we raise comes mostly from the "internal revenue"—i. e., the excise on whisky, malt liquors, tobacco and cigars. Other articles, including matches, bank checks, etc., were taxed previous to March, 1883; but all taxes except those named above were then removed. The present internal revenue taxation is only upon liquors and tobacco in their various forms—and it ought to be increased instead of being diminished.

Let these luxuries be taxed, and let us devote \$77,000,000 to increasing the length of the school term in all the States, and to the payment of a more adequate compensation to our teachers in all the States.

It is conceded by all wise persons who have given the subject careful attention, that the passage of the bill for Federal Aid to Education and for the distribution of \$77,000,000 of the surplus revenue among the States, would be a good thing. It would check extravagance at Washington, would help the States to make both ends meet, and would assist the weaker States in their struggle with ignorance and debt. It would ease the burdens of the people, because it would bring to their relief revenues that now go elsewhere.

Let us all sign petitions for the passage of this bill. See Petition on another page.

A VOTER is a jury man who is bound to give an intelligent and an honest verdict on the questions at issue in any election.

It is—and ought to be—made as much a crime to bribe a voter, as it is to bribe a jury man who sits in a court of justice. The corruption of the latter affects injuriously a single

citizen only; while corrupt voters injure all their fellow citizens and endanger the very foundation of the Government.

Most of the crime which blackens and disgraces our civilization, is the result of hereditary vice or of evil example.

Let us multiply agencies and instrumentalities for the better education of the people. Our teachers are the saviors of the land.

OUR teachers instruct ignorance—prevent depravity—illuminate darkness, and return tenfold, to society the cost of our schools. Their work is as useful in the ethics of political economy as it is weighty.

PUNISHMENT is the peculiar and undeviating sign of barbarism; a higher Christian civilization should not only dominate law, but be predominant with this people.

OUR teachers, and the older pupils—and the patrons of the school too—will find their whole horizon broadened, and their whole life made fuller, stronger and richer by their attendance upon and interest in the reading circles.

Our teachers do a wise thing to keep up these agencies of intelligence. It is what we don't know that hurts and hinders and limits us all the time.

THE OFFICIAL BULLETIN.

"Now does our project gather to a head."
—SHAK.

HAVE you received the "Official Bulletin of the National Educational Association of the United States" for the Annual Meeting to be held July 16th to 20th, at Nashville, Tenn? It has been issued, and is an elegant affair, reflecting great credit on all concerned, especially Pres. W. R. Garrett, and Francis Goodman, Secretary, of the Local organization for Tennessee. These gentlemen, if addressed early, will be glad to send copies to all who can make good use of them. Both covers are printed in illuminated colors and illustrated with the principal buildings in Nashville and vicinity, Chattanooga and the historical places about it. It makes an interesting and attractive souvenir for our teachers in all parts of the country.

We hope to see ten thousand teachers present at Nashville.

Let us remember, that everything which the cultured individual sees without him corresponds to his states of mind, and everything is in turn intelligible to him, as his onward thinking leads him into the truth to which that fact or series belongs, so that grammar and history and geography and mathematics are not isolated facts to be taught by "patent methods."

PENNSYLVANIA.

"So distribution should undo excess,
And each State have enough."
—SHAK.

THE Republicans of Pennsylvania say: "Divide the surplus among the States in proportion to their population, as was done by the Democrats of 1886.

The States need it.

They have debts to pay off which tax the energies of many of them and have tempted some to repudiation.

Many have great multitudes of untaught voters who cannot read the names printed on the ballots they cast.

All or nearly all of them are perplexed to find the money needed for their annual expenses. Use this surplus to enable them to pay their debts, educate their people, and lighten the burdens of direct taxation; and instead of being an embarrassment to the country it will be a blessing to every part of it."

INCOMPETENT.

"Retained to all posterity,
Even to the general all-ending day."
—SHAK.

DR. LAWS in addition to other blunders and failings, proves to be mentally as well as morally incompetent.

On pages 495-6 and 7, one of the Professors, who has been connected with the University for four years, being duly sworn, says:

"I do not believe that Dr. Laws is competent to supervise the work of the departments of this University, and therefore he is incompetent to shape the work of an institution of learning like this.

Q. Do you mean to say that Dr. Laws is mentally incompetent to conduct the work of the University?

A. I mean that he is not mentally competent to do the work.

Q. You have a large acquaintance with the students of this University, have you not?

A. Yes, sir: a pretty general acquaintance.

Q. Before there were any side issues in the proceedings of this investigation, in the way of lopping off the preparatory department from the University was thought of, what proportion of the students, in secret, without anybody knowing how they voted, would have voted that Dr. Laws should be removed from the Chair of President of this University?

A. I should say at least seventy-five per cent. of the students would have voted for his removal.

Q. Would they be among the old students or among the kids?

A. I think the students in the higher classes more than those in the lower classes favor his removal.

Q. Is it among those who have been here a longer time, or among the new students?

A. It is among those who have been here a longer time. The new students do not have a chance of getting acquainted with the situation for some time.

Q. Suppose that Dr. Laws has, in the exercise of supreme and absolute authority, employed and dismissed professors in this institution, then is he to blame for many of the evils of which you have spoken?

A. Yes, sir. I believe Dr. Laws measures his estimation of a man by the way he can control that man!"

"Like Magic,"

THE effect produced by Ayer's Cherry Pectoral. Colds, Coughs, Croup, and Sore Throat are, in most cases, immediately relieved by the use of this wonderful remedy. It strengthens the vocal organs, allays irritation, and prevents the inroads of Consumption; in every stage of that dread disease, Ayer's Cherry Pectoral relieves coughing and induces refreshing rest.



"I have used Ayer's Cherry Pectoral in my family for thirty years and have always found it the best remedy for croup, to which complaint my children have been subject."—Capt. U. Carley, Brooklyn, N. Y.

"From an experience of over thirty years in the sale of proprietary medicines, I feel justified in recommending Ayer's Cherry Pectoral. One of the best recommendations of the Pectoral is the enduring quality of its popularity, it being more salable now than it was twenty-five years ago, when its great success was considered marvelous."—R. S. Drake, M. D., Beloit, Kans.

"My little sister, four years of age, was so ill from bronchitis that we had almost given up hope of her recovery. Our family physician, a skillful man and of large experience, pronounced it useless to give her any more medicine; saying that he had done all it was possible to do, and we must prepare for the worst. As a last resort, we determined to try Ayer's Cherry Pectoral, and I can truly say, with the most happy results. After taking a few doses she seemed to breathe easier, and, within a week, was out of danger. We continued giving the Pectoral until satisfied she was entirely well. This has given me unbounded faith in the preparation, and I recommend it confidently to my customers."—C. O. Lepper, Druggist, Fort Wayne, Ind.

For Colds and Coughs, take

Ayer's Cherry Pectoral,

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.
Price \$1; six bottles, \$5. Worth \$5 a bottle.

OUR teachers and the tax-payers realise now that the best schools use liberally and constantly, where the best work is done, illustrative apparatus, Maps, Globes, Blackboards, Charts, etc. Every teacher is entitled to these tools to work with; and every school should supply them; because so much more can be done for and with the pupils with these "tools to work with."

"A man must be a hero, to understand a hero."

THESE teachers are—or ought to be—thoughtful men and women of the prophetic order, looking over the walls of to-day and recognizing the possible in their pupils, and training for that.

THE present rage for cheapness is literally a rage for badness; or it is an attempt to find some one in distress whose necessities will force them to let you have more than you should for your money. In either case we cannot escape the result. You cannot get something for nothing in this world—legitimately.

LOUISIANA

EDITION

American Journal of Education.

\$1.00 per year in advance.

G. D. ALEXANDER, Minden, La. } Editors.
J. B. MERWIN }

THAT solid, determined, unwavering Democrat, Hon. Benj. Franklin Jonas, United States Senator from Louisiana, after hearing all the arguments for and against the Blair Bill, voted for it.

Louisiana would receive about *four millions* of money as an addition to her school fund, when this bill passes. No time should be lost in signing, circulating and sending in petitions for its passage.

It is all needed now to increase the length of the school term in this State and to properly compensate the teachers for their work.

FIFTY WITNESSES.

"I have done those things
Which now bear evidence against my soul."
—SHAK.

THE minority report of the Investigating Committee of the State University says, on page 5: "During the investigation, the Committee examined with closed doors and under oath and with the sanctity of an oath of secrecy administered, about *fifty* witnesses; superadded to which they took the secret ballot of some twenty-five members of the Faculty in respect to the question arising upon the retention of Dr. Laws as President of the University;" and on page 19 they say: "10 were for the removal of Dr. Laws and 13 for his retention." In this connection take the sworn testimony on pages 510 and 511, given under oath.

Q. Does the impression prevail among the students that Dr. Laws has supreme authority in the matter of appointing members of the faculty, and of dismissing others at will?

A. It seems so.

Q. Is there or is there not an impression prevailing among a large number of the students that Dr. Laws favors the men in the faculty that are the most subservient to his wishes?

A. There is.

Q. Do you believe that any considerable number of the professors would be afraid to honestly express their opinion about the University, for fear of losing their places in the faculty?

A. I think some of them would be afraid to do so.

Q. How many?

A. Three-fourths of them, I think, would be afraid to express their opinions.

Q. State to the committee if you do or do not think it is true that the dislike towards Dr. Laws and the dissatisfaction with the management of the University does not exist in a stronger degree among the students who have been here longer than one year, and if it does not get stronger the longer they stay here? Is there more dissatisfaction among the students that have been here four years, or three years, or two years, than among those who have been here only one year?

A. I think that as a general thing the longer they stay the more dissatisfied they become.

Q. Do you think that is the probable reason why 75 per cent. of the students do not return here from year to year?

A. Yes, Sir. I think so.

COWARDLY.

"Falsehood, cowardice, and poor deceit."
—SHAK.

LAW has shown himself, over and over again, to be a sneak and a coward. Here is the evidence of it on pages 423 and 425—it is the "sworn testimony taken before the University Investigation Committee."

One of the Professors, who has been connected with the University since 1881, says: * * * "He called the law students mules." * * *

He used this abusive language towards the students instead of instituting discipline in the case of the individual. * * * He pursues the system of what the boys call private dismissal. That is, he calls the boy to him privately and gives him some private advice, and the first thing we know the boy is gone. This is done in such a way that it enables the President to get out of the responsibility of publicly dismissing the students. He does not wait for the action of the Faculty, which alone has the power of dismissing by expulsion. But these private dismissals are often put into power by the President without telling the Faculty anything about it. * * * I feel that some of us can afford to risk displeasing the powers that be, and I am one of them, and feel it will be my duty to make this statement. I want to speak to the committee of the cowardly manner in which Mr. Thompson was put under the discipline of this institution, and the rudeness with which he was banished. I will say that he is a son of one of the most distinguished gentlemen of this State. * * *

The President fully understood that the idea that Mr. Thompson was implicated * * * had been dismissed from our minds. To our great surprise, shortly after this, we received letters from Judge Thompson, quoting from a letter he had received from the President, in which he makes the statement that the young man had had suspicion fastened upon him, and being guilty, that the members of the law faculty thought him guilty and that we presented his name for dismissal. Judge Thompson wrote for the facts. I wrote to him stating the facts, that there had been some suspicion against his son, but that we had dismissed it and had no idea of presenting his name for expulsion. * * * He had a hearing before the law faculty. The faculty freed him from all blame. Judge Thompson felt very bad about the matter, and has refused on that account to come here again to deliver his usual lectures to the law class. I felt very bad about it, because it was a violation of confidence."

This is a sample of Laws' cowardly manner of dealing with the students, and strongly confirms the statement made by Hon. Champ Clark in the Legislature, that "the better the students got to know Dr. Laws, the more they hated him."

In fact this seems to be the case not only with the students, but with the people and the alumni also.

It also confirms the truth of the statement made years ago in the columns of this JOURNAL, that "the Board of Curators, in continuing Dr. Laws as President of the State Uni-

versity, entailed a lasting disgrace upon themselves and upon the State of Missouri."

WASHINGTON.

THIS new State is booming! The *Palouse Gazette* of Whitman County, Washington, in speaking of the great prosperity of that county says:

"One of the boasts of Whitman County is the efficiency of her schools. In this respect she is not excelled and rarely equalled by any of her sister counties. It is this high educational standard that has brought to the county such a large influx of the better class of citizens. Let us see to it, then, that our schools are kept on the high grade to which they have attained, that we may continue to reap the benefits that good schools always bring to the community. Does your school-house need renovating? If so let the improvement commence at once.

If new desks or more apparatus is needed, supply it at once. Give the teacher tools to work with—in the schoolroom—and the schools will prosper."

What is true of Whitman County, is equally true of every other county, not only here, but in every State in the Union.

Good schools bring prosperity and draw always, as in this case, "a large influx of the best class of citizens."

LAWS UNMASKED.

"I would to God,
My untruth had not provoked him to it."
—SHAK.

LAWS unmasked himself one day to Prof. Thomas. Here is what Laws has to say on Thomas, page 484:

Q. Where is Prof. Thomas?

A. At the Agricultural College in Ohio. He got a better salary there than they offered him here, which was the reason of his leaving.

Q. What do you think of Prof. Thomas' ability?

A. I consider him a very, an unusually competent professor.

Here is Thomas on Laws (in a letter) page 531:

"So you still have your old time rows with the great Mogul! Some one will have trouble with him as long as he lives, and if there is anything in the doctrine that the hereafter is a continuation of the present mental characteristics, he may find as much difficulty in locating as did the Granger, who, as the story goes, was refused admission to Hades lest he should get up a corner in brimstone, and go off and 'start a little hell by himself.'

What a pity it is that such a powerful mind should be cursed by the peculiarities which make it impossible for him to get along among men comfortably. He is * * * the most plausible reasoner I ever heard advocating the wrong side of a question. The way in which he made the Presbyterian magnate think that stock-jobbing was, for a D. D., a harmless diversion or really a fine field for acquiring and practicing of Christian graces, was laughable as well as instructive. But he is a wily schemer, unscrupulous in his methods and re-

lentless in the pursuit of his ends. I was under his spell for a long time. He was kind to me, and I shall never forget how kind, until he thought my circumstances were such as to make it impossible for me to leave Columbia, and then in a day almost he took off the mask and showed himself the bully and tyrant, as he had done with others before.

I believe the University would prosper better without him."

A SUMMER RESORT.

"My mind she has mated
And amazed my sight."
—SHAK.

OUR friend, Mr. John W. Mass of the Louisville and Nashville Railroad Co., as well as other educators in St. Louis and vicinity, would like to have the teachers from the West and Northwest, visit St. Louis on their way to the meeting of the National Teachers' Association at Nashville, July 16-20, and stop over a day or two in St. Louis.

Those who were in attendance at the meetings in Topeka or Chicago, and found it so warm, will find our Parks, Groves, Gardens, Botanical, Zoological and others, the most delightful and cool summer resorts imaginable, beside the torrid heats of the two cities above mentioned.

It is somewhat of an education itself, to look through our Custom House, Merchants' Exchange, Post-office, Grand Music Hall, and other attractive features of this city of "Saints!"

Mr. Mass, the able, efficient and accomplished representative of the Louisville and Nashville Railroad Co., at St. Louis, has a very high appreciation of the value and importance of the work done by our teachers, and as this is the short, direct, quick line from St. Louis to Nashville and as they have two trains a day, each way, making the run a delightful one of only twelve hours, with Pullman Parlor Cars on the day trains, and Pullman Sleepers on the night run, Mr. Mass, as we have said, will make special arrangements for the comfort of parties taking this line en route to the meeting, and any sort of information desired will be cheerfully furnished by him promptly.

LET the four hundred thousand teachers of the United States demand now that \$77,000,000 of the surplus now idle in the Treasury be distributed for educational purposes among the States. Then these States will become sharp critics of the doings of Congress and of the expenses of the departments, since every bit of waste at Washington will diminish their share. Distribution under general laws will give no State the advantage over any other, and no State will have anything to gain or lose by pleasing or displeasing either the President or Congress.

We print a Petition and the law on another page. Let all sign and send in the Petitions.

THIS danger of illiteracy is close at hand—it is growing all the time.

MISSISSIPPI

EDITION

American Journal of Education.

\$1.00 per Year in advance.

W. C. ROATEN, Jackson, } Editors.
J. B. MERWIN, St. Louis,

MISSISSIPPI needs and would receive an addition to her school fund of nearly five millions of dollars by the passage of the Blair Bill. Two of her United States Senators have voted for this measure already.

This amount is needed now to pay more adequate salaries to the teachers; to make the school terms longer and to increase the school facilities in all parts of the State.

Is it not right to demand a school for the children nine months in a year, and to demand a teacher for every such school, who is worth at least a minimum salary of \$50 per month?

Do our teachers get this? Are the funds provided to pay this at the end of each month, as other county and State officers are paid in your State?

If not, why not?

The teacher is vastly more important to the town and the county than the sheriff, or the judge or the attorney. These officers are paid regularly, promptly and liberally each month. Why not pay the teacher in the same way?

In fact, just in proportion as we employ competent teachers and train the people into an intelligent, industrious, productive, law abiding citizenship just in that proportion we get citizens, instead of criminals; industry instead of idleness; intelligence instead of ignorance; hence, the teacher is the more valuable citizen, and his or her compensation should be as liberally and as promptly paid as any other. Is this the case now? Let us hear from you on this matter.

STILL the reports come in from all directions of the increase in the length of school terms. Money was voted cheerfully and almost unanimously, sufficient in amount to continue the schools six, eight and ten months, in hundreds of districts where it has been hard work to sustain a school three months in previous years.

This shows not only the good work done by our teachers, but the better public sentiment prevailing as a result of circulating this JOURNAL among the tax-payers.

WHAT great movement of the people ever equalled the glory and power of this one—to secure \$77,000,000—to illumine the Nation with intelligence in place of the bondage and limitation of ignorance.

This work of our teachers surpasses the renown of modern armies.

Their garments trail in blood—ours in light and peace and joy and strength and safety!

UNIVERSITY OF VIRGINIA.

SESSION BEGINS FIRST OF OCTOBER and continues nine months. Expenses moderate. Completely equipped Departments of LETTERS, SCIENCE, LAW, MEDICINE, PHARMACY, ENGINEERING, AGRICULTURE. For Catalogues address, WM. M. THORNTON, CHAIRMAN OF THE FACULTY, P.O. University of Va., VA.

6-22-4t

SAD.

OUR brilliant contemporary the Missouri School Journal of Jefferson City says:

"It is a sad thing to think of the necessity of an old man after a life time spent in the dissemination of knowledge as the head of a great institution being placed in the attitude of explaining his official acts."

It is a sadder thing though that the "necessity" for an explanation of his acts with his age and experience was so emphatic as shown by the vote passed in the House of Representatives of

EIGHTY-THREE TO EIGHTEEN, That not one cent of the appropriation of \$67,000 for the support of the State University "shall be audited or paid by the State Treasurer, while Prof. S. S. Laws * * * or the present Board of Curators are connected with said Institution." Yes,

EIGHTY-THREE TO EIGHTEEN is rather emphatic! We should think Laws would feel sad.

THE Crop Report of the Missouri State Board of Agriculture, of late date says:

"It is doubtful if ever the general outlook has been more favorable in this State than at present; certainly it has not been in recent years. From all sections of the State, and almost every county, come reports of flattering prospects for farm crops and fruits, and of the condition of stock."

You see we can afford here in Missouri to increase the compensation of our teachers and the length of the school terms also

LET the contributions to the stricken people of Johnstown be as prompt and liberal as the awful calamity which came upon them was sudden and destructive. Every one can do something to lighten the burden, and it should be done cheerfully and liberally.

National Normal University,

LEBANON, OHIO, Chartered by the State of Ohio to issue all Degrees and Diplomas conferred by Colleges and Universities. Twenty different departments in full operation. Forty teachers, selected from thousands, for special skill and adaptation. Last annual enrollment 3,007. Table Board from \$1 to \$1.50 per week. Rooms, well furnished, from 40 to 50 cents per week. Tuition, \$10 for ten weeks; if paid in advance for the year, 20 per cent discount. \$98 pays tuition, board, lodging for 40 weeks. The Best Review School in the Land. It affords the most thorough and speedy preparation for teaching or any other profession or business. A School of Methods, such as give unparalleled success to those trained in them. 41 States and Territories represented last year. 50 Literary Societies in constant operation, with no extra expenses.

COLLEGES OF BUSINESS, SHORTHAND, TYPEWRITING, TELEGRAPHY, SCIENCE, LIBERAL ARTS, LAW, MEDICINE, MUSIC, ORATORY, ETC.

NO EXAMINATIONS TO ENTER CLASSES OF ALL GRADES ALWAYS IN OPERATION.

The most commodious and imposing educational building in this State. 15 dormitory cottages, with town boarding houses, afford abundant accommodations. At least 100 independent Normals are now conducted successfully by graduates of this Institution. More and better work is done here in ten weeks than in most other schools in twenty. Over 100,000 of my students in every business and profession, in all parts of the nation, are my vouchers. Circulars sent free. Special inquiries answered promptly. Address

6-22-17

Pres. ALFRED HOLBROOK, Lebanon, O.

ODORA

Odora Preparations

ODORA BATH POWDER, Boxed 8 ounce, 50 cts. 16 ounce, \$1.00.

ODORA SHAMPOO POWDER, 25 cts.

ODORA TOOTH POWDER, 25 cts.

ODORA SACHET POWDER, 15 cts.

ODORA FACE POWDER (FLESH OR WHITE) 25 cts.

All the ODORA preparations are highly perfumed and absolutely perfect in every particular, preserving the beauty of the complexion, teeth and hair. They completely furnish a toilet case, and no lady can afford to be without them, as they enhance the comfort as well as the beauty of the person.

Valuable to tourists and travelers.

At druggists, or sent on receipt of price by the proprietors. A beautiful book free.

R. H. McDONALD DRUG CO.

Cor. Washington and Charlton Sts., 12.21 NEW YORK.

ADJUSTABLE CRUTCH.

Very light and desirable.



Send for Circular. Iron wood rods. Nickel clasps. Strongest combination known. 4-22 GIFFORD MFG. CO., Watertown N. Y.

100 Popular Songs and illus. catalogue, only 10c. 3 books 25c. THURBER & Co. 1-22-71 Bay Shore, N. Y.

Fifteen Vacancies and One Registration is what the mail brought the

Texas Teachers' Bureau,

TYLER, TEXAS, to day (May 30th). Send stamp and learn how to secure a good position. 5-21-12t Mention this Journal

The man or woman who is profitably employed is generally happy. If you are not happy it may be because you have not found your proper work. We earnestly urge all such persons to write to H. F. Johnson & Co., 1009 Main St., Richmond, Va., and they can show you a work in which you can be happily and profitably employed.

NOTICE OF REMOVAL!

The Edwin Alden Co., Advertising Agents have moved their Cincinnati Office to 248 Race St., and added to their already great facilities in conducting the advertising business, a Photo-Engraving department, where in a brief period of time and at a small cost, advertisers may receive illustrations for insertion in the newspapers.

The Edwin Alden Co. are prompt, energetic, and have introduced to the Press of the United States some of the largest and best advertisers. 6-22-11t

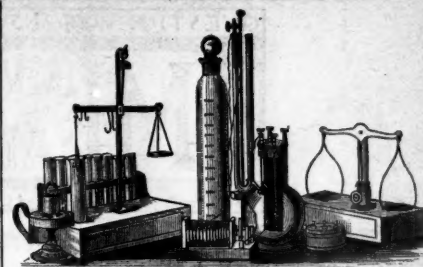
WANTED—A TEACHER.

The President of Shelby College Institute having resigned on account of health, the Board of Directors desire to secure a man of ability and experience to take his place. Such person will be expected to take the school building and boarding house at a nominal rent, and furnish a first rate school. There have been 150 students the past year. No endowment. For further particulars address

Dr. J. W. FORD,
Pres. Board Directors,
Shelby, Missouri.

THE Great Railroad System—

The Pennsylvania Lines—is again in order, and through travel has been resumed.



BULLOCK & CRENSHAW,

PHILADELPHIA, PA.,

Importers and Dealers in

Chemicals and Apparatus

FOR

Schools, Colleges and Technical Laboratories. Genuine Bohemian Glassware. Royal Berlin and German Porcelain. Swedish and German Filter Papers. Bishop's Unequaled Platinum Ware. Catalogues furnished upon receipt of the postage, 5 cents. 11-2 -3 mos Mention this paper

1889—"IRON AND STEEL."—1889

The Latest and Brightest Christmas and New Year's Annual. Teachers Get It. Students Get It.

Thousands of readers who have scanned with eager delight the pages of "Watt Stephens, the Genius of Steam" (1885), "Voltagal, the Genius of Electricity" (1886), "Petroleum and Natural Gas" (1887), and "Coal and Oil" (1888), will be happy to know that the latest addition to the famous ROCK ISLAND series, "Iron and Steel" (1889), dedicated to the "Boys and Girls of America," is now ready for distribution.

Enclose ten (10) cents in coin or stamps (for postage) and your address, written plainly to Geo. H. Smith, Assistant General Ticket and Passenger Agent, Chicago, and a copy will be sent you by return mail. Copies of previous Annuals also furnished at same rate.

"Iron and Steel" embodies a vast deal of useful information. In the company of his boy and girl visitors, "A Man" penetrates the mines, explains their underground workings, follows the mined product to the furnace and smelter, and describes the various processes to which it is subjected and the machinery that compels it to assume the multitudinous shapes of rails, piping, nails, tools and other fabrics for general use.

The engravings are from original sketches and photographs, and admirably executed. Besides the smaller pictures there are numerous full-page views of scenes in the Iron Mountain (Mo.), Gogebic, and C. & N. W. (Pa.) mining districts, and of Iron and Steel Works at Pueblo, Pittsburgh, Cleveland and other places. The work has been prepared with great care, and is written in the same attractive, colloquial style which characterized its predecessors.

The book makes a very handsome appearance. The cover is in itself a marvel—the design being as unique as the color effects are beautiful and artistic. The paper is superior and typography and presswork first-class.

By "A Man" of the Great Rock Island Route.

The Jacksonville Southeastern Railway

With the recently added Lines to Peoria, Pekin, Havana, Virginia, Petersburg and Stations on these lines now offers the Shortest line from the North to Springfield, Jacksonville, Carlinville, Taylorville, Pana, St. Louis, Vandalia, Flora, Centralia and Mt. Vernon.

All connecting with the Fast Lines to Terre Haute, Indianapolis, Pittsburg, Washington, D. C., New York, and ALL EASTERN CITIES.

Makes direct connections via St. Louis, Kansas City, St. Joe, Council Bluffs and all Western Cities.

No midnight change of cars to Vincennes, Louisville, Cincinnati, and all Kentucky points. Connects at Jacksonville and Springfield with the C. & A. and Wabash Railways; at Waverly with Wabash for points North and South; at Vandalia with C. & A. for North and South; at Litchfield with Wabash and I. and St. L. Railways for points East and West; at Sorento with T. C. and St. L. for points East and West; at Smithboro with "Famous Vandalia Line" for points East and West; at Shattuck with O. & M. for points East and West; at Centralia with Illinois Central for points North and South; at Peoria and Pekin with all the great lines for Chicago and the East.

E. S. GREENLEAF, Sup't.

1-22

W. W. KENT, Gen. T. A.

OUR "Aids to School Discipline" interest pupils and parents alike—Increase the attendance, prevent tardiness, and greatly relieve the teacher, as they discipline the school. Enclose 2c. stamp for samples. Address The J. B. Merwin School Supply Co., St. Louis, Mo.

Please mention this Journal in answering Advertisements.

QUESTION-1001-ANSWER-1001-QUESTION

1001 QUESTIONS AND ANSWERS

1001-1001-1001-1001-1001

Thousand and One Questions and Answers.

On U. S. HISTORY,	\$0 50
GEOGRAPHY,	50
ARITHMETIC,	50
ENGLISH GRAMMAR,	50
PHYSIOLOGY AND HYGIENE,	50
THEORY AND PRACTICE OF TEACHING,	50
ORTHOGRAPHY,	50
GENERAL HISTORY,	50

These Question Books are absolutely without a rival in preparing for Examinations, for reviewing Pupils in School, or for use as Reference Books. They can be sold in every family that has children to educate. The author is an experienced teacher.

Published by

THE BURROWS BROTHERS CO.

7-21-12t

23, 25, 27 Euclid Ave., Cleveland, O.

THE LEADING ENGRAVING ESTABLISHMENT OF THE COUNTRY

THE 3 METHODS WOOD-ENGRAVING "LITHO" PROCESS

CROSSEY & WEST
ENGRAVING CO.

907 FILBERT ST. PHILADELPHIA PA.



Portraits, Landscapes, Book Illustrations, Views of Buildings, Machinery, Cuts for Catalogues, Ballroom Illustrations, Purposes, Reproductions of Pen Drawings, Line Engravings, Manuscript, Autograph Letters, Maps, Engraving Direct from Photograph, Negative or Brush Drawings. No Hand Work, No Redrawing.

OKLAHOMA.

The New Canaan.

Open for Settlement April 22nd.

The Missouri Pacific Railway

Is the Direct Through Line

TO ALL OUTFITTING POINTS

From St. Louis.

Call on or address Company's Agents, or
H. C. TOWNSEND,
G. P. and T. Agent,
St. Louis, Mo.,

For Descriptive Folder and Correct Map of Oklahoma.

Ticket Offices, 102 North Fourth St. and Union Depot.

6-22-12t

\$75.00 to \$250.00 A month can be made working for us. Agents preferred who can furnish a horse and give their whole time to the business. Spare moments may be profitably employed also. A few vacancies in towns and cities. B. F. JOHNSON & CO., 1000 Main St., Richmond, Va. N.B. Please state age and business experience. Never mind about sending stamp for reply. B. F. J. & Co. [5 22 7]

UNION PACIFIC RAILWAY.

"THE OVERLAND ROUTE."

The only Line Carrying the United States Overland Mail.

Makes Direct Connections

With all trains from

St. Louis,

And all Principal Missouri River Points,

TO

Denver, Cheyenne, Ogden, Salt Lake City, Sacramento, San Francisco, Los Angeles, Portland and all Nebraska, Colorado, Wyoming, Utah, Idaho, Montana, Oregon, Nevada, California, Washington Territory, and Pacific Coast Points.

Baggage Checked Through from all Points in the East to Points Named.

Pullman Palace Sleepers and Modern Day Coaches on all Through Trains.

PULLMAN TOURIST SLEEPERS through on all Mail and Express Trains.

For further information regarding the territory traversed, daily excursions, rates of fare, descriptive pamphlets, etc., apply to the agent of any connecting road, or address

JAS F. AGLAR,

General Agent,

213 North Fourth St., St. Louis.

THOS. L. KIMBALL,

General Manager.

E. L. LOMAX,

G. P. A.

OMAHA, NEB.

THE CHICAGO, MILWAUKEE AND ST. PAUL RAILWAY CO.

Fast Mail Line with Vestibuled Trains between Chicago, Milwaukee, St. Paul and Minneapolis.

Trans-Continental Route between Chicago, Council Bluffs, Omaha and the Pacific Coast.

Great National Route between Chicago, Kansas City and St. Joseph, Mo.

5700 Miles of Road reaching all principal points in Illinois, Wisconsin, Minnesota, Iowa, Missouri and Dakota.

FOR MAPS, TIME TABLES, rates of passage and freight, etc., apply to the nearest station agent of the CHICAGO, MILWAUKEE & ST. PAUL RAILWAY, or to any Railroad Agent anywhere in the World.

ROSSWELL MILLER, A. V. H. CARPENTER, General Manager, Gen'l Pass. and Tkt. Agt.

For information in reference to Lands and Towns owned by the CHICAGO, MILWAUKEE & ST. PAUL RAILWAY COMPANY, write to H. G. HAUGEN, Land Commissioner, Milwaukee, Wisconsin. 9-21-12

We Travel BY THE SANTA FE ROUTE,

And take the Handsomest Train in the World. And it leaves Dearborn Station, Chicago, every day, at 1:40 P.M. for Kansas City, St. Joseph, Atchison, Topeka and Leavenworth.

It is the Pullman Vestibule,

so comfortable, that, after enjoying a trip, passengers will continue to talk about it. Others, hearing of this comfortable and safe traveling, "Go and do likewise."

THE GOOD THINGS

OF LIFE ARE DISPENSED in the Dining Cars. The Sleeping and Reclining Chair Cars, lighted by electricity and heated by steam, are found in all these trains.

This is Not All.

Every Night, at 11 P. M.,

The California Express

Leaves and runs through to Kansas City, and Pullman Sleepers go through to San Diego, via Los Angeles, Without change, making quicker time than any other train out of Chicago.

9-22-12



AND

IRON MOUNTAIN ROUTE

COVERS ALL POINTS OF

COMMERCIAL IMPORTANCE,

AND ALL

SANITARY and PLEASURE RESORTS

BETWEEN THE

MISSISSIPPI RIVER,

THE ROCKY MOUNTAINS,

GULF OF MEXICO,

AND THE

Empire of the Montezumas.

The Only Direct Line

To the Famous Hot Springs of ARKANSAS.

H. C. TOWNSEND,

General Passenger and Ticket Agent, ST. LOUIS, MO.



C. & A. Railroad,

The Great Popular Route from

ST. LOUIS TO CHICAGO,

And all points in the North and Northwest and to all Eastern cities, and from St. Louis to Kansas City and all points West. Connecting in Union Depots. Pullman Palace sleeping-cars. Pullman Parlor buffet cars. Palace dining-cars. Horton Reclining Chair Cars, without extra charge. See that your tickets reads via

CHICAGO & ALTON RAILROAD

C. H. CHAPPELL, J. CHARLTON, General Manager, Gen'l Pass. & Tkt. Agt.

CHICAGO.

S. H. KNIGHT, Gen. Agt. Pass. Department, N. Fourth Street, under Planters' House, ST. LOUIS, MO.

Type WRITER RIBSON GIVEN to introduce. Send postage and Address "Modern Office," Columbus, Ohio. 12-20-11 Mention this Journal

PORTABLE BLACKBOARDS.

FOR DAY SCHOOLS, SUNDAY SCHOOLS, &C.

Made of Slated Paper or Slated Cloth, Mounted on Rollers,

With a Perfect Black Slate Surface,

MADE WITH HOLBROOK'S LIQUID SLATING.

The Blackboard has now become an indispensable article, not only to School Teachers and Sabbath School Superintendents, but also to all classes of instructors, including mothers at home, lecturers and professors, and it is admitted by all, that in no way can impressions upon the memory of the children be made so lasting, as by means of illustration upon the Blackboard. Superintendents of Sabbath Schools will find these Blackboards peculiarly adapted to their wants as the illustrations may be drawn at leisure during the week, and the board then rolled up and carried in the hand to the school.

SIZES AND PRICES.

NUMBER AND SIZES.	Paper, Slated on One Side.	Cloth, Slated on One Side.	Cloth, Slated on Both Sides.
No. 1, 2x3, feet.....	\$1 00 each.	\$1 25 each.	\$1 50 each.
" 2, 3x3, ".....	1 35 "	1 65 "	2 00 "
" 3, 3x4, ".....	1 75 "	2 15 "	2 50 "
" 4, 3x5, ".....	2 25 "	2 65 "	3 00 "
" 5, 3x6, ".....	2 75 "	3 15 "	3 50 "
" 6, 4x4, ".....	2 50 "	2 85 "	3 25 "
" 7, 4x5, ".....	3 00 "	3 50 "	4 00 "
" 8, 4x6, ".....	3 50 "	3 85 "	4 75 "

Music lines on any size \$1.00 extra. Extra sizes to order at proportionate rates.

Nos. 1, 2 and 3 may be sent by mail at an additional cost of from 30 cents to 50 cents for postage and registration.

Address: **J. B. Merwin School Supply Co.,**

DEALERS IN SCHOOL SUPPLIES OF ALL KINDS,

No. 1104 Pine Street,

ST. LOUIS, MO.